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SERIES.

LESSONS IN LANGUAGE



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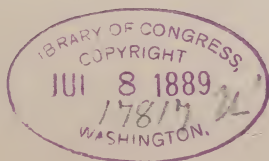
CALIFORNIA STATE SERIES OF SCHOOL TEXT-BOOKS.

LESSONS IN LANGUAGE.

COMPILED UNDER THE DIRECTION

OF THE

STATE BOARD OF EDUCATION.



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*Entered according to Act of Congress in the year 1889,
By Robert W. Waterman, Ira G. Hoitt, Charles H. Allen, Ira More, and
Edward T. Pierce,*

STATE BOARD OF EDUCATION

Of the State of California, for the People of the State of California.

PREFACE.

Oral Language Lessons.—The study of Language by means of conversational lessons should be the *first* school work. Through this, the teacher gains the children's love and confidence, as well as a knowledge of individuals which nothing else gives. The little ones are at first timid. Talk *with* them, not *to* them, about the interesting things of home life with which they are familiar. Their toys, their pets, and their games can at first be taken, the teacher by her enthusiasm and interest encouraging the timid, and winning the hearts of the unruly.

Do not attempt to impart knowledge, but simply have the children tell what they already know. Remember that your first work is to lead them to talk **FREELY** and **FLUENTLY**. To accomplish this, do not criticise errors of speech, or confuse them by interrupting or demanding complete sentences. Occasionally restate pleasantly and unobtrusively, in correct language, what has not been well stated.

The chief reason why children are so universally reticent in expressing their thoughts at school, is because *accuracy* has been made to precede *fluency*, and the fear of not saying things in the right way keeps the child from saying them in any way.

Tact and a clear appreciation of the main object to be attained will make this work not only invaluable as language teaching, but an auxiliary to all other teaching and training.



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PART I.

NOTE.

The oral exercises in this book are merely suggestive, and should be changed and extended to meet the needs of each class.

The very nature of the work, depending as it does upon the enthusiasm and ingenuity of the teacher, makes it impossible to plan complete oral lessons.

In everything developed by the teacher, the blackboard should supplant the book, and every device should be used to vary and enliven the work.

The oral Lessons of the book should be carefully studied by the pupil, that he may give thoughtful answers.

Supplement the lessons given by similar ones, in order to give the children sufficient drill.

LESSON 1.

THE STATEMENT.



ORAL EXERCISE.

[Develop the idea of the Statement, from the following lesson, and teach the term. After the children have answered the questions, let the teacher select some of the best statements and write them on the board for the class to read. Write the term, *Statement*, and teach how to spell it.]

1. What is the little girl doing?
2. Where is she sitting?
3. What shall we call her, Alice or May?

Tell all that you have said' about Alice.

4. What else do you see in the picture?
5. Who gave the doll to Alice?
6. Tell the doll's name.
7. Say something about the doll.
8. Say or state something about the basket.
9. State the number of things in the basket.
10. Where do you think Alice's thimble is?

11. Of what use are the scissors?
 12. Who taught Alice how to sew?
 13. Why do you think she is trimming a hat?
 14. What does she wear on her feet?
 15. What do you think she has on her head?
 16. State what you think is the color of her dress.
 17. Where do you think Alice and her doll are going when the hat is done?
 18. Repeat, for me to write on the board, a statement made about Alice.
 19. What statement was made about the basket?
 20. What was said about the doll?
-

LESSON 2.

USE OF CAPITAL AND PERIOD.

[The teacher should put these statements on the board and, after developing the use of the capital letter and period, have children copy for study work.]

1. This little girl is trimming a hat.
2. We will call the little girl, Alice.
3. Alice is sitting on the rug.
4. I see a doll and a basket.
5. Grandma gave Alice the doll.
6. The doll's name is Bess.

Look carefully at the first word in each of the statements you have copied.

With what kind of letter does each statement begin?

What do you see at the end of each statement?

Write the following Statements, filling the blanks, and begin each with a capital letter, and end it with a period:

1. — sun rises in the morning
2. — children enjoyed the picnic
3. — came home at sunset

How should a statement begin?

How should a statement end?

LESSON 3.

PRACTICE ON STATEMENTS.

ORAL EXERCISE.

[Let the pupils study these directions and questions before reciting. In class the questions may be asked by either teacher or pupils, using books at option. The answers are to be in complete sentences.]

1. State your teacher's name.
2. State one thing she does in the morning.
3. How many pupils in your school?
4. When do you study your reading lesson?
5. Where do you eat your lunch?
6. State one game that you play at recess.
7. When do the boys fly kites?
8. Make a statement about your school house.
9. How many windows has your school room?
10. Tell something about the boy who sits next to you.
11. Give the names of two things which you saw on your way to school.
12. Make a statement about each of them.
13. Why do you like to come to school?

LESSON 4.

WRITTEN EXERCISE.

[The teacher may write five of the best answers to questions in *Lesson 3* on slips of paper or on the blackboard for class to copy.]

SUMMARY.

Memorize:

To *STATE* means to *SAY* or *TELL*.

A group of words which says or tells something is a **STATEMENT**.

A Statement should begin with a capital and end with a period.

LESSON 5.

THE QUESTION.



ORAL EXERCISE.

[Develop the idea of the Question, from the following lesson, and teach the term.]

1. Say something about the boy.
2. Ask something about the boy.
3. Tell me what the dog and cat are doing.
4. Ask something about the dog.
5. Ask two things about the cat.
6. Ask two things about the house.
7. Ask a question about the cart.
8. Ask another question about the picture.
9. Tell me what the following sentence does:

The cat does not like to pull the wagon.

10. What does this sentence do:
Of what is the harness made?

11. Which of the following sentences is a statement, and which is a question:

1. *The boy has a whip.*
2. *What does the cat do?*

LESSON 6.

WRITTEN EXERCISE.

Copy these questions:

1. What do you think of this team?
2. Which one does not like to pull?
3. With what does the boy guide them?
4. Why do you think the boy does not ride?
5. Where do you think the boy wants to go?

Look carefully at each question that you have copied.

With what mark does each question end?

How does each question begin?

SUMMARY.

Memorize:

A Group of Words that asks something is a QUESTION.

A Question should begin with a capital and end with a question mark.

LESSON 7.

WRITTEN EXERCISE.

Copy the following, and close each with the proper mark:

1. Are those boys going home
2. Who has seen my hat
3. Where did you find those flowers
4. Is Emma studying her lesson
5. What is the name of that boy

Copy the following, and close each with the proper mark:

1. Sara has a new book
2. Do the stars shine at night
3. Can those birds fly very high
4. Our books are all lost
5. Which way did Phebe go

LESSON 8.

WRITTEN EXERCISE.



[These lessons may be varied by writing each word on a slip of paper and giving the words of one group to a pupil to be arranged in statements or questions; the words of another group to another pupil, and so on.]

Make questions of these words:

1. many do birds how see you
2. boat does the boy the row
3. little swim can the dog
4. girl head her what the on has
5. holding girl the her dog is

Make statements of each of these groups of words, then make a question of each:

1. in are a boat children these
2. row boat the boy the can
3. holding girl the her dog is
4. fine having they time are a
5. an in has hand the each oar boy

LESSON 9.

NAMES.



ORAL EXERCISE.

[Let the teacher write names on the board as they are given in answer to the questions below. The lesson should be supplemented by exercises on names of objects in the school room, articles of dress, tools, furniture, etc.]

1. Give the names of four animals that you see in the picture.

2. Who has the pail?
 3. What has the girl in her hand?
 4. What do you think the doves are eating?
 5. What is the ax lying against?
 6. In what does the man live?
 7. In what does the horse live?
 8. What is the man taking to the horse?
 9. From what is the goat drinking?
 10. Name five more things that you see in the picture.
-

LESSON 10.

WRITTEN EXERCISE.

Copy these sentences on paper, and fill the blanks with names from the picture in Lesson 9:

1. The — are feeding the —.
 2. I see a — in the —.
 3. A — is by the —.
 4. The — has a — in her —.
 5. The — is very large.
 6. Is the — drinking —?
 7. Where is the —?
 8. Do the — eat out of the —?
-

LESSON 11.

*Change these questions to statements, using the same words.
Write each statement very carefully.*

1. Have you a new book?
2. Can the boys play marbles at recess?
3. Has my dog a brass collar?
4. Is there a fly on the window?
5. May Jessie go to church with me?
6. Are sweet apples good to eat?

7. Must we drive the cows home?
8. Should boys be kind to their dogs?
9. Was the tramp sent to jail?

LESSON 12.

SPECIAL NAMES.



ORAL EXERCISE.

[The teacher should write all names on the blackboard, as they are given, and call attention to capitals in special names. Many additional special names should be given, and written for the class to see.]

Class read this lesson aloud:

Ned and Rover have come out to the field to see the man plow. The man is James Black, and he calls his horse Dick. While James was letting Dick rest in the shade, Ralph Payne rode up and asked the way to Stockton. It is nearly noon, and I think Rover and Dick want their dinners.

Find all the names in the first statement.
What is the boy's own or special name?
Give the special name of the dog.
Tell me all the names in this story.
Which ones are special names?
How do all the special names begin?

LESSON 13.

WRITTEN EXERCISE.

1. Write your own name.
2. Write the names of five of your schoolmates.
3. Write your teacher's name.
4. Write the name of the nearest town.

Fill each of these blanks with a special name:

1. — and — live near their cousin —.
2. — caught a large yellow butterfly.
3. — and — have gone to visit their grandmother.
4. — calls her doll —.
5. — and — are high mountain peaks.
6. — and — were famous generals.
7. Give — and — some candy, —.
8. — and — met — and — at church.
9. Will Mr. — give — a ride.
10. May — and — visit you at —.
11. — is a better dog than —.
12. — is fifty miles from —.

[For variety the children may fill blanks with names beginning with the same letter, as: Anna and Arthur live near their cousin Alice; or, Bessie and Bertha live near their cousin Ben.]

SUMMARY.

Memorize :

The special name of a person, place, or thing should begin with a Capital.

Always mention the capital in spelling orally a special name.

LESSON 14.

INITIALS.

ORAL EXERCISE.

[Use the name of some child in the class instead of the one here given. Carefully develop each step upon the blackboard, as given in the lesson.]

- | | |
|---------------------|-----------------------|
| 1. Mary Agnes Hill. | 1. Frank Henry Cross. |
| 2. Mary A. Hill. | 2. Frank H. Cross. |
| 3. M. A. Hill. | 3. F. H. Cross. |
| 4. M. A. H. | 4. F. H. C. |

In how many ways is the first name written?

In the second way, what takes the place of the name Agnes?

What takes the place of the name Mary in number three?

How is each part of the name shortened in number four?

State the different ways of shortening the second name.

What mark do you find after each initial?

LESSON 15.

WRITTEN EXERCISE.

Shorten each of these names in three ways:

- | | |
|-------------------------|-------------------------|
| 1. Walter Carl Morris. | 3. Mary Mapes Dodge. |
| 2. James Foster Kendon. | 4. Helen Scott Parsons. |

Each person should have one way *only* of signing his name. This is called his *signature*.

Write your own signature very carefully, also what your father writes as his signature, and what your teacher writes as her signature.

SUMMARY.

Memorize:

The first letter of a name is called an INITIAL. When an initial is used instead of a name, it is followed by a period.

Each person should have one way only of writing his signature.

LESSON 16.

MAKING STATEMENTS.



WRITTEN EXERCISE.

[Let the pupils prepare this lesson without assistance, and take work to class for comparison and correction.]

Write answers to these questions:

1. What is the dog doing?
2. Where is the cat?
3. What is the boy doing with his hands?
4. What is near the house?
5. Where is the boy's hat?
6. Where do you think the boy lives?
7. What do you think his name is?
8. What has the dog on his neck?
9. What do you think is the dog's name?
10. Why is the cat in the tree?
11. Can the dog climb the tree?
12. Why can a cat climb a tree better than a dog?
13. Do you think the house is in the country or in town?

LESSON 17.

THE WORDS *I* AND *O*.

ORAL EXERCISE.

Answer in complete sentences:

1. What is your name?
2. Where do you live?
3. How old are you?
4. What did you eat for your lunch?

How many times did you use your own name in answering these questions?

What word did you use in place of your own name?

How is the word *I* written in each of the following statements :

1. How ardent *I* seized it.
2. Come, and *I* will show you what is beautiful.
3. *I* see! *I* see! said the little man, *I* see!

How is the word *O* written in each of the following statements:

1. *O* how beautiful is the summer night.
2. It snows, cries the widow, *O* God.
3. Exult, then, *O* Sun! in the strength of thy youth.

How are the words *I* and *O* written in your Reader?

LESSON 18.

WRITTEN EXERCISE.

1. Use the word *I* in making five statements about things you can hear.

2. Use the word *I* in asking five questions about things you would like to do.

3. Make five statements using the word *O*.

SUMMARY.

Memorize:

The words *I* and *O* should be Capital letters.

LESSON 19.

WRITTEN REVIEW.



1. Write three questions about this picture.
2. Write answers to your questions.
3. Write the special names of the boy and the dog.
4. Write the special name of the town in which you think the boy lives.
5. Write the initials of the boy's name.
6. Make a statement and a question of this group of words:

teaching hunt to boy the his stick dog is the

LESSON 20.

DAYS OF THE WEEK.

ORAL EXERCISE.

[Give thorough drill on the spelling and pronunciation of these names.]

1. What day do we go to church?
2. On which day of the week is there no school?
3. Name all the school days.

4. How many days in the week?
5. Name them.
6. What day is called the "day of rest?"
7. Tell something about Monday.
8. Make a statement, using the names of three days of the week.

LESSON 21.

WRITTEN EXERCISE.

[Let the children read this aloud before answering questions.]

Seven days with sunshine laden
For each little man and maiden;
Seven days with pleasure rife,
These make up the children's life.

Sunday bonny, blithe, and gay,
Drives all wicked sprites away;
Monday dawns a trifle blue,
Tuesday wears a brighter hue;
Wednesday's full of fun and merry,
Thursday grumbles—I'm sorry—very;
Busy Friday likes to work,
But naughty Saturday's a shirk.

Answer each of these questions by writing one name:

1. Which is the lazy day?
2. Which day is merry and full of fun?
3. Which is the good day?
4. Which day likes to work?
5. Which is the grumbling day?
6. Which day feels sad?
7. Which day have you not yet written?
8. Write these names again in their proper order.

SUMMARY.

Memorize:

The names of the days of the week should always begin with Capitals.

LESSON 22.

USE OF THE COMMA.

ORAL EXERCISE.

1. *Peaches, plums, and grapes* grow in California.
2. *Horses, cows, and sheep* eat grass.
3. The farmer uses a *hoe, a rake, a spade, and a plow.*
4. Susan, Ella, Robert, and Dan have gone to the coast.

In the first sentence what three things are mentioned one after another? In the second?

How many things are so mentioned in the third statement? In the fourth?

By what mark are these words separated in the first statement?

Look closely at the other statements, then tell what marks you find and how they are used.

SUMMARY.

Memorize:

Three or more things mentioned one after another make a **SERIES**.
The words in a series are separated by commas.

LESSON 23.

WRITTEN EXERCISE.

Fill these blanks with series of words:

1. —, —, and — are green.
2. —, —, and — are writing letters.
3. —, —, and — are useful animals.
4. Lambs —, —, and —.

Use each of these series of words in a question:

1. roses, pinks, violets, and daisies.
2. robins, linnets, and swallows.
3. run, jump, and play.
4. Monterey, Gilroy, and Oakland.

Select the series in each of these statements and questions, and write it by itself:

1. Pens, pencils, books, and slates are used in school.
2. Millie can read, spell, write, and sing.
3. Do boys like tops, marbles, and kites?
4. Lily, Add, James, Fred, and Harry are at grandma's.
5. Where are father's hat, coat, and cane?

LESSON 24.

COMBINING STATEMENTS.

ORAL EXERCISE.

I like peaches.

I like grapes.

I like cherries.

I like apples.

How many times have we used the words *I like* in these four statements?

Tell these four things in such a way that we need not say *I like* more than once.

What new word have we put in this statement?

Give the statement, using *and* only once. Which sounds better?

How many names have we in our statement?

What do we call several names mentioned one after another?

Make one statement of each of the following pairs of statements:

1. { The elephant has a trunk.
The elephant has tusks.
2. { Ferns grow in the woods.
Wild flowers grow in the woods.
3. { The grocer sells tea.
The grocer sells sugar.
4. { Lucy has a dog.
Lucy has a cat.

5. { Farmers sow wheat.
Farmers sow barley.

LESSON 23.

WRITTEN EXERCISE.

Make one statement of each of these groups, and use the comma when needed:



The girl has a kitten.

The girl has a ball.

The girl has a book.

The girl has a stool.

I see a fox.

I see a house.

I see a box.

I see a post.

I see a chain.



This is a picture of a boy.

This is a picture of a hoop.

This is a picture of some trees.

The chicken eats wheat.
 The chicken eats corn.
 The chicken eats barley.
 The chicken eats worms.



LESSON 26.

ATTENTION WORDS.

ORAL EXERCISE.

1. Albert, did you bring in the wood?
2. I am going to the orchard, Alice.
3. I will go with you, Harry, if father is willing.

What word in number one calls the attention of the person spoken to?

Whose attention is called in number two?

Give the attention word in number three.

Read each without the attention word.

By what mark are the attention words separated from the other words?

Supply attention words in the following:

—, where are the flowers?

James has a new foot-ball, —.

Will you sing, —, if I will play for you?

—, and —, do you wish to ride with me?

LESSON 27.

WRITTEN EXERCISE.

1. Write three questions with an attention word at the beginning of each.

2. Make two statements and put an attention word at the end of each.

3. Write this statement three times, putting an attention word in a different place each time:

It is raining so hard that I cannot go out to play.

LESSON 28.

THE COMMAND.

ORAL EXERCISE.

1. You are carrying my basket, John.
2. Will you carry my basket, John?
3. John, carry my basket.

Which group of words is a question? Which group is a statement? Which one tells or commands John to do something?

You may tell or command some one to:

- | | |
|---------------------|-------------------------------|
| 1. open the door. | 3. put the book on the table. |
| 2. shut the window. | 4. feed the canary. |

Give three other commands.

How does the command begin and end?

LESSON 29.

WRITTEN EXERCISE.

Make commands of these words. When the attention words occur, separate them from the rest of the command by commas:

1. pretty come bird here
2. Sarah man the poor help
3. beautiful George the water roses
4. stairs walk up the softly Mary
5. playmates to all your kind be
6. you to all I fast give hold
7. walk not do mother fast so
8. the while shines sun make hay
9. still be baby

10. me wait for Rachel do

SUMMARY.

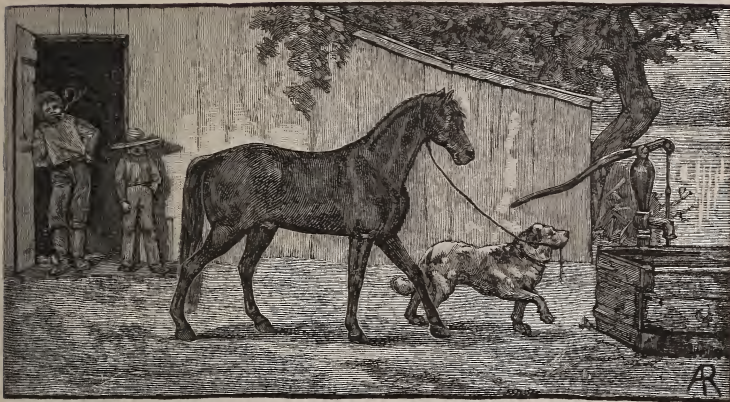
Memorize :

A group of words that tells or commands something to be done is a **COMMAND**.

A Command begins with a Capital and ends with a period.

LESSON 30.

THE SENTENCE.



WRITTEN EXERCISE.

Write four questions, four statements, and two commands about this picture.

SUMMARY.

Memorize :

A statement, a question, or a command is called a **SENTENCE**.

LESSON 31.

THE REQUEST.

ORAL EXERCISE.

1. Tie my hat.
2. Please tie my hat.
3. Please tie my hat, mother.

Which of these sentences do you like best?

Why do you like it?

What word makes the second sentence better than the first?

What other word is added in the third?

You may change these sentences to better forms by using PLEASE and an attention word.

1. Give me a flower.
2. Will you sing for me?
3. Sit down.
4. Will you bring in some wood?
5. Hand me the book.
6. I would like to borrow your hoe.

LESSON 32.

WRITTEN EXERCISE.

Make complete sentences by putting each group of words in column one with each group in column two.

1.

Please
Will you be kind enough to
Will you please
Will you kindly
Please be kind enough to
Will you be so kind as to

2.

help me lift this box.
pass the potatoes.
let me ride to town.
put down the curtain.
let me read your paper.
allow me to pass.

LESSON 33.

CHOICE OF WORDS.

is

are

ORAL EXERCISE.

1. Say something about one girl and use *is* to do it.
2. Say something about more than one girl and use *are*.

3. Use *is* to ask about a pencil.
4. Use *are* to ask about several pencils.
5. When more than one was spoken of, did you use *is* or *are*?
6. When do you use *is*?
7. When do you use *are*?

Fill these blanks with is or are.

1. The horse — black.
2. The children — asleep.
3. The birds — happy.
4. The pictures — pretty.
5. The rose and the violet — sweet.
6. Joe and Nell — brother and sister.
7. — there any letters for me?
8. Where — my hat and cape?

LESSON 34.

WRITTEN EXERCISE.



Combine each of the following groups into one sentence, changing is to are when more than one is spoken of. Use commas correctly.

The cow is in the pasture.

The calf is in the pasture.

The dog is in the pasture.

Is the cow afraid of the dog?

Is the calf afraid of the dog?

There is a man in the picture.

There is a house in the picture.

There is a dog in the picture.

Where is the dog?

Where is the calf?

Where is the cow?

Grass is growing in the field.

Flowers are growing in the field.

Trees are growing in the field.

The grass is green.

The trees are green.

Is the cow gentle?

Is the calf gentle?

LESSON 35.

THE TITLE AND PARAGRAPH.

ORAL EXERCISE.

[This lesson should be supplemented by dictation and by copying lessons from Readers. When children are thoroughly familiar with paragraphing, the numbers may be omitted in their written work.]

PLAYING HORSE.

1. Two little boys, Henry and Arthur, were one day playing horse. Henry was the driver, and Arthur was the horse.

2. Henry tied the reins to Arthur's arms, and sat on a

chair, which they called the wagon. Arthur took one of Henry's feet in each hand and pulled. When he pulled too hard, the chair fell forward and Henry fell under it.

3. Henry was hurt and cried. Arthur thought driving was not such fun after all.

What is the first thing that tells you anything about this story? What is it called? Where is it written? How is each word in the name or title of the story written?

How many parts has this story? What are the parts called? Where is each part, or paragraph, begun?

Copy this story on paper. Begin the first line of each paragraph a little to the right of the other lines.

LESSON 36.

CHOICE OF WORDS.

was

were

WRITTEN EXERCISE.

Change is and are to was or were:

1. He is the best boy in school.
2. Is the house near the church?
3. The boxes are filled with cherries.
4. Are the boys playing ball?
5. My fingers are frozen.
6. Is there a letter for me?
7. The sailor is on the ship.
8. Those kittens are sound asleep.
9. A bee is on the rose.

Make a statement about each of the following things and use was and were correctly in each:

1. paper

2. houses

3. shells

4. pens
5. a doll

6. a sled
7. tent

8. balloon
9. scissors

LESSON 37.

HOLIDAYS.

ORAL EXERCISE.

Thanksgiving.**New-year.****Christmas.**

1. Which of these days do children enjoy most?
2. Tell what is done at this time.
3. Tell me two things that you know about New-year.
4. Ask three things that you would like to know about Thanksgiving.
5. In what month does New-year come?
6. Tell the name of the month in which Thanksgiving comes.
7. Which is the Christmas month?
8. Which of these holidays is a birthday?
9. Tell all you know about this day.
10. Which one begins the year?
11. Why do we have Thanksgiving?
12. Who always tells which day is to be Thanksgiving?

[In order that the children may learn to talk correctly and independently, let each one choose one of these holidays and tell a little story about it at the next lesson.]

LESSON 38.

WRITTEN EXERCISE.

Copy and learn to spell the names of these holidays and the months in which they come:

New-year

January

Thanksgiving

November

Christmas

December

LESSON 39.

CHOICE OF WORDS.

has

have

WRITTEN EXERCISE

1. Write a sentence using the words *flower* and *has*.
2. Write a question using the words *flowers* and *have*.
3. Use the words *Lucy*, *Emma*, and *have* in a statement.
4. Ask a question beginning with *have*.

Copy these questions, selecting the correct word in the brackets; then answer them in correct statements:

What four playthings $\left\{ \begin{array}{c} \text{have} \\ \text{or} \\ \text{has} \end{array} \right\}$ Tom and Joe?

Who $\left\{ \begin{array}{c} \text{have} \\ \text{or} \\ \text{has} \end{array} \right\}$ fed the horses?

Which pupils $\left\{ \begin{array}{c} \text{have} \\ \text{or} \\ \text{has} \end{array} \right\}$ new books?

Where $\left\{ \begin{array}{c} \text{has} \\ \text{or} \\ \text{have} \end{array} \right\}$ Sarah and Emma been?

LESSON 40.

WRITTEN REVIEW.

1. Write a statement containing an attention word.
2. Write a command using a boy's whole name.
3. Say something about four kinds of fruit.
4. Write the names of all the days of the week.
5. Which holiday comes in February?
6. Make a statement using *is*.
7. Ask a question beginning with *are*.

8. There $\left\{ \begin{array}{c} \text{was} \\ \text{or} \\ \text{were} \end{array} \right\}$ no clouds in the sky.

9. The man $\left\{ \begin{array}{c} \text{has} \\ \text{or} \\ \text{have} \end{array} \right\}$ fine horses.

10. Write two requests.

11. Write the titles of two stories in your Reader.

[The pupils' papers should be carefully criticized, and additional lessons given on all points where drill is needed.]

LESSON 41.

ONE AND MORE THAN ONE.



ORAL EXERCISE.

How many boys in this picture?

What is added to the word *boy* to make it mean more than one?

How many kites have the *boys*?

What is added to the word *kite* to make it mean more than one?

Tell which of these words mean one, and which more than one:

- | | | | |
|--------------|-------------|------------|-------------|
| 1. desks | 6. bells | 11. chair | 16. berries |
| 2. worm | 7. soldiers | 12. paper | 17. dishes |
| 3. neighbor | 8. match | 13. pens | 18. girl |
| 4. mountains | 9. state | 14. clock | 19. lamps |
| 5. sons | 10. window | 15. kisses | 20. carpet |

LESSON 42.

WRITTEN EXERCISE.

Rewrite these sentences, so that each shall speak of more than one:

1. The bottle is broken.
2. The cup is full of water.
3. The dress is new.
4. A rabbit eats cabbage.
5. His boot has a hole in it.
6. My mitten is soft and warm.
7. The star is bright.
8. A goat can draw a cart.
9. The old frog lives in the pond.
10. A squirrel ran up the tree.

Rewrite these sentences, so that each shall speak of only one thing of any kind:

1. Owls see well only at night.
2. Kittens like to chase balls.
3. Rats gnaw holes in floors.
4. Chairs were set in all the rooms.
5. Rulers lay on all the desks.
6. My pens are worn out.
7. Handkerchiefs are sold at many stores.

8. Keys unlock doors.
9. Kings rule kingdoms.

LESSON 43.

WRITTEN EXERCISE.

Learn to spell these words and then fill the blanks with words selected from the list:

man	men	mouse	mice
woman	women	goose	geese
potato	potatoes	ox	oxen
monkey	monkeys	tooth	teeth
lady	ladies	child	children
city	cities	turkey	turkeys
piano	pianos	foot	feet

1. The — and — live in a large —.
2. The — is fond of sweet —.
3. The — sets a trap for the —.
4. — and — eat corn.
5. The — draw heavy loads.
6. The — plays on the —.
7. — like to tease other animals.
8. What even, white — you have.

LESSON 44.

STORY.

WRITTEN EXERCISE.

Write this story, changing each question to a statement. Notice carefully how and where each paragraph is begun, and how the title is written.

WILLIE'S SHOW.

1. Are these children having a show under the trees in



the back yard? Is the show made of an old box, two strings, and two paper dolls?

2. Is Willie the showman; and does he say the dolls are a king and queen? Does he pull the strings and make the dolls march, dance, and bow?

3. Do Charley and May clap their hands and laugh to see the fun?

LESSON 45.

STORY.

Write a story combining the first two of the following statements into one, the next four into one, and filling the blanks in the others. Make a title:

- Paragraph 1. {
1. Joe had ten cents.
 2. His little brother had ten cents.
 3. They went to the store.
 4. They bought some marbles.
 5. They bought a top.
 6. They bought some candy.

Paragraph 2. { On the way — they — to play a —
of marbles. — won all the — and Ned
began to —.

Paragraph 3. { The boys' mother — Ned crying, and
— to — what was the —. She —
all their — away, and — not let them
— with — for a week.

LESSON 46.

MORE HOLIDAYS.

WRITTEN EXERCISE.

Write the names of these holidays in their proper places in the following story:

Fourth of July, Decoration Day, Washington's Birthday, Admission Day.

[The teacher should give one or more oral lessons upon each of the holidays, carefully teaching why and how it is honored.]

DAYS THAT WE HONOR.

1. All American boys and girls enjoy hearing of the good and great man who is called "The Father of His Country." The children in this picture are celebrating — — by having a torchlight procession. Their flags, banners, and lanterns make a grand display.

2. They have no fire-crackers nor sky-rockets now, but will have plenty when — — — comes. Upon that day



one of the boys is to make a speech, and they are to have some fireworks.

3. Every May these children gather flowers to put on the soldiers' graves. This day is called — — —.

4. There is one other day that Californian children honor. It is the birthday of their own state and is called — — —.

LESSON 47.

WRITTEN EXERCISE.

Learn to write these holidays:

Christmas

New-year

Washington's Birthday

Decoration Day

Independence Day, or Fourth of July

Admission Day

Thanksgiving

December 25.

January 1.

February 22.

May 30.

July 4.

September 9.

November (?)

SUMMARY.

Memorize :

The name of each month and holiday should always begin with a Capital letter.

LESSON 48.

ONE AND MORE THAN ONE.

ORAL EXERCISE.

Learn to spell these words:

calves, leaf, lives, shelf, wolf, knives, wife, loaves, thief.

Change these sentences so that each shall speak of more than one:

1. The knife has a pearl handle.
2. The loaf is made of wheat flour.
3. Has the calf pretty eyes?
4. A country life is the happiest.
5. The dishes are on the shelf.
6. Do not trust a thief.

Change these sentences so that each shall speak of one only.

1. The leaves are green.
2. The shelves are filled with books.
3. Have the thieves been caught?
4. Wolves are fierce and strong.
5. The wives do the housework.

Write the sentences that you have made.

LESSON 49.

STORY.

Write the answers to the following questions in the form of a story, combining carefully those that go well together:

TROUBLE.



- Par. 1. { What has this little boy in his hand?
What has happened to the umbrella?
What do you see falling all around the boy?
Where are his books?
- Par. 2. { What has he on his head?
What on his hands?
What around his neck?
What can you see behind the boy?
With what is the ground covered?
- Par. 3. { How old is the boy?
Where is he going?
Who gave him the umbrella?
Why is he crying?

- Par. 4. { What do you think he will do with the umbrella?
 How will his mother feel when she sees her little
 boy?
 What will she do?
-

LESSON 50.

COMBINING STATEMENTS.

Write each group in one sentence:

- | | |
|--------------------|----------------------|
| 1. Lizzie sews. | 2. An ostrich walks. |
| Lizzie knits. | An ostrich runs. |
| Lizzie darns. | An ostrich kicks. |
| Lizzie mends. | |
| 3. That girl runs. | 4. My chickens eat. |
| That girl jumps. | My chickens walk. |
| That girl dances. | My chickens fly. |
| | My chickens scratch. |
| 5. Monkeys climb. | Monkeys chatter. |
| Monkeys swing. | Monkeys quarrel. |
-

LESSON 51.

CHOICE OF WORDS.

ORAL EXERCISE.

saw seen

did done

went gone

- | | |
|-----------------------------------|---------------------------------|
| 1. I <i>saw</i> the ship. | 2. I HAVE SEEN the ship. |
| 3. I <i>did</i> the work. | 4. I HAVE DONE the work. |
| 5. They <i>went</i> to the store. | 6. They HAVE GONE to the store. |

What word helps *seen* to make the second statement?

What word helps *done* and *gone*?

Which three words need no help?

Make a statement using *has* and *seen*.

Make a statement using *had* and *done*.

Make a question using *is* and *gone*.

Make a question using *were* and *seen*.

Use the following as helping words in these statements:

has, have, had, is, are, was, were.

1. She —— gone to a party.
2. Mary —— done as she was told.
3. They —— seen six robins.
4. The fire —— seen by many persons.
5. They —— gone before I could get there.
6. Her sewing —— done.

[The teacher cannot give too much drill upon these generally misused verbs.]

LESSON 52.

THE STANZA.

ORAL EXERCISE.

What do you think I saw
 Out in the fields at play?
 Something woolly, and soft, and white,
 Skipping and prancing in sheer delight;
 Two round eyes that were opened wide,
 As it gamboled and frisked by its mother's side,
 Yet it had not been in the world a day.

Well, who do you think has come?
 The birds have begun to sing,
 The willows to bud, and the lambs to play,
 The grass to grow greener every day,
 The brook to sparkle, and dance and leap,
 And the flowers to wake from their winter's sleep;
 What is it that has come?

—Kate Lawrence.

What do we call a story written in this way?

- How does every line begin?
 How many groups of lines are there?
 What is each group called?
 Count all the poems in your Reader.

LESSON 53.

WRITTEN EXERCISE.

1. Copy the question in the first stanza of this poem.
2. Answer it.
3. Copy the last question in the second stanza.
4. Answer it.

Answer each of these questions by writing a line of the poem:

5. What was the lamb doing?
6. What are the birds doing?
7. What was the lamb like?

LESSON 54.

USING WORDS.

ORAL EXERCISE.

1	2
chose	chosen
rode	ridden
wrote	written
swam	swum
ate or eat (ět)	eaten
knew	known
speak	spoken
stole	stolen
wore	worn

1. Fill the following blanks with words from column one.
2. Do the same with words from column two, using the helping words: **has, have, had.**

1. Mabel ——— Carrie for her seatmate.
 2. The wicked man ——— a cow from me.
 3. The king ——— his crown but once.
 4. The deer ——— the swift river.
 5. I ——— sixty miles in the cars.
 6. The bear ——— the poor little lamb.
 7. Kate ——— a letter to St. Nicholas.
 8. My father ——— General Grant for years.
 9. The pupils ——— their pieces very well.
-

LESSON 55.

THE MONTHS.

Memorize:

January is blithe and bold;
He laughs in scorn at rain and cold.

February, next in years,
Very short and small appears.

March is noisy as can be,
Yet is kind and full of glee.

April dawns with pranks so funny—
Now she weeps and now is sunny.

Then comes lovely laughing May,
Strewing flowers along the way.

June, the queen of all the year,
Crowned with roses doth appear.

July comes with weary feet,
Panting with the summer heat.

August says: "Let's have a play,
By the seaside, far away."

September, with her face so fair,
A load of purple grapes doth bear.

October's brow is overcast
With fleecy clouds that hurry past.

November brings the gentle rain
To freshen all the earth again.

December, last month of the year,
By old and young is held most dear.

LESSON 36.

WRITTEN EXERCISE.

Copy the following:

January	Jan.	July	Jul.
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	May.	November	Nov.
June	Jun.	December	Dec.

SUMMARY.

Memorize :

The names of the months should begin with a Capital letter, and when the name of a month is shortened it should be followed by a period.

LESSON 37.

DATES.

January 18, 1887.

December 11, 1855.

Jan. 18, 1887.

Dec. 11, 1855.

Write these dates in proper form, using capitals, periods, and commas correctly:

- | | |
|--------------------------------|--------------------------|
| 1. 1886, Christmas. | 6. February the twenty- |
| 2. The 15th of July, 1436. | second, 1855. |
| 3. The year 1864, first day of | 7. Decoration-day, 1888. |
| October. | 8. To-day. |
| 4. The next Admission-day. | 9. Last Sunday. |
| 5. Your last birthday. | 10. The next holiday. |

SUMMARY.

Memorize:

A date has two parts: the day of the month, and the number of the year.

A comma separates the parts of a date, and a period is placed at the end.

LESSON 58.

STORY.



Write three paragraphs about this picture, using the hints given below.

THE — HUNTER.

1. picture man boat seal cake ice
man spear hand throw seal soon near
enough

2. seal queer around head like dog body fish
it lives most time water likes crawl ice
sleep sun

3. man hunts seal chiefly fur although flesh
good food

fur made capes cloaks costly

LESSON 59.

TITLES OF PERSONS.

A title is a term used as a mark of respect in speaking or writing the name of a person.

The titles most in use are:

Mister, written **Mr.** before the name of a man.

Master, written **Master** before the name of a boy.

Mistress or **Missis**, written **Mrs.** before the name of a married woman.

Miss, written **Miss** before the name of an unmarried woman, or before the name of a girl.

Doctor, written **Dr.** before the name of a physician.

Sir addressing a man, and **Madam** addressing a woman.

Which of these titles are shortened when written?

What mark is always placed after a shortened word?

What other titles do you know?

Ask your teacher how to write them.

WRITTEN EXERCISE.

Write a title properly before each of these names:

1. — Collins sends her little girl to this school.
2. When Willie was sick we sent for — West.
3. — Black and — Adams are carpenters.
4. — Summers teaches the primary class.
5. — Frank Day has a new Shetland pony.
6. Write two sentences, each containing a title.

LESSON 60.

A LETTER.

Copy this letter, noticing carefully where and how each part is written:

San Diego, Cal.

June 7, 1887.

Dear Uncle,

This is my first letter, and if I copy it correctly my teacher has promised to put it in a nice envelope.

We have a post-office in our school. It is made of a box. The children take turns in being postmaster.

Your loving niece,

Jennie Cross.

Mr. L. F. Colton,

Los Angeles,

Cal.

LESSON 61.

DICTATION LESSON.

[Teacher may let pupils study this lesson before dictating, that they may be able to use Capital letters and punctuation marks correctly.]

1. Little girl, where do you go to school,
And where do you go, little girl?
Over the grass from dawn till dark,
Your feet are in a whirl.
2. You and the cat jump here and there,
You and the robin sing;
But what do you know in a spelling book?
Have you ever learned anything?

LESSON 62.

CHOICE OF WORDS.

I me

he him

she her

We should say:

It is I, *not* it is me.It was I, *not* it was me.It is he, *not* it is him.It was he, *not* it was him.It is she, *not* it is her.It was she, *not* it was her.

Answer each of the following questions with one of the above sentences:

1. Who broke my slate?
2. Is that Grace Lowe?
3. Was Mr. Gray the man who was hurt?
4. Did you say that the cat caught my birds?
5. Who is knocking?
6. Who is making that noise?
7. Was it Carl or Ida who whispered?
8. Who took my pen?
9. Who is singing?

LESSON 63.

WRITTEN EXERCISE.

Fill the blanks with I, he, or she.

1. I thought it was — who passed.
2. How I wish I were —.
3. I do not think it was — who stole my knife.
4. Is that you, Mabel? Yes, it is —.
5. I think it was —.
6. No, it was not —.

LESSON 64.

LETTER.

Copy this letter, filling the blanks with the following items:

Clarence L. King; Dear Mother; Mrs. C. T. Banks,
 Sacramento, Cal.; Your affectionate son; Santa Cruz,
 Cal.; July 19, 1887; o'clock.

_____, _____,
 _____, _____.

_____, _____,

Addie and I are having a fine visit and enjoy every moment of the day. There are so many new sights that we have not time to describe them all.

Yesterday Uncle took us for a sail. We went far out on the bay, but were not at all seasick.

Every morning at eleven — we go down to the beach to see the bathers. It is very funny when a big wave rolls in among them.

We start for home next Monday, and hope to find you all well.

_____, _____,
 _____, _____.

_____, _____,
 _____,
 _____.

LESSON 65.

Combine these sentences, using one of the following words in each sentence: that, who, which.

Example :

1. The boy ate cherries.
 The cherries were green.
 The boy is sick.

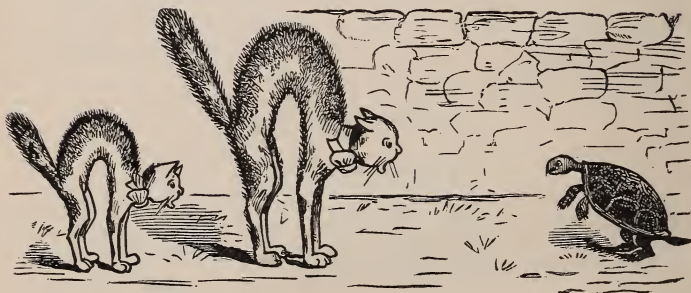
(Combined) The boy **who** ate the green cherries is sick.

2. The fox was caught.
 The fox killed a rabbit.
 The rabbit was Eddie's.

3. The chair was mended.
The chair had a broken leg.
The chair was old.
4. That book is new.
That book is on the table.
That book is mine.
5. My apron is torn.
My apron is pink.
Grandma gave me the apron.
6. Oakland is a beautiful city.
Oakland is near San Francisco.

LESSON 66.

STORY FROM POEM.



PUSS AND THE TURTLE.

[Have pupils read this poem carefully, after which let them write the story, answering the questions at the end of the lesson.]

Pussy cat out for an airing one day,
Was creeping along in her soft sly way,
When down near the garden wall she found
A turtle waddling along on the ground.

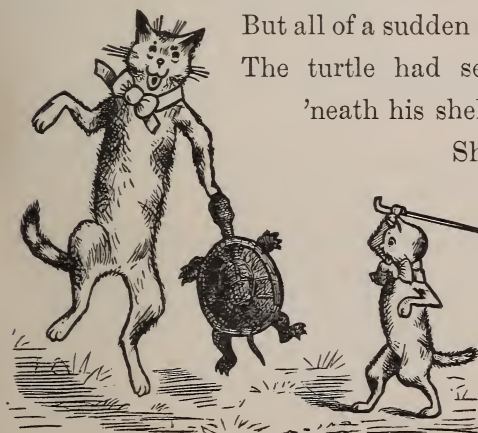
Puss put up her back, and her tail grew big;
 She spat at the creature and gave him a dig.
 The turtle withdrew himself into his shell,
 Puss stared in amazement, and then she said: "Well,

What in the world is this creature about?
 I feel it my duty to try to find out."
 She patted the shell, but the turtle kept still,
 She picked it, and clawed it, and scratched with a will.

But all of a sudden she gave a loud yell,
 The turtle had seized her fore paw
 'neath his shell.

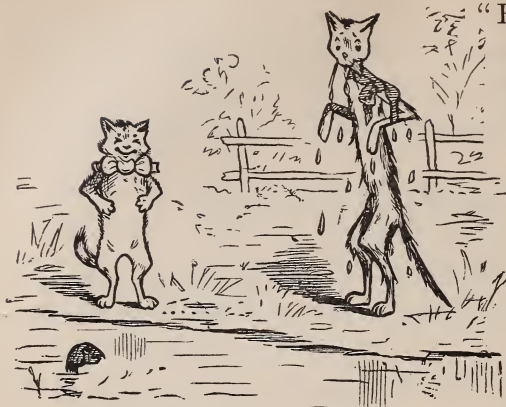
She kicked, scratched,
 and wriggled,
 and howling
 with pain;

She hissed at her
 captor again and
 again.



She danced him up
 here, and she danced
 him down there,
 'Twas a comical dance
 and a comical pair,
 Till puss all uncon-
 scious what pathway
 she took,
 Suddenly landed
 them both in the
 brook.





“Ha! ha!” laughed the turtle, “Now, Puss, you are free,

You’ve landed me just where I wanted to be;

And now let me whisper one word in your ear,

’Tis safer to mind your own business, my dear.”

—*Youth’s Companion.*

Write the answers to these questions in the form of a story. Combine the answers that fit together well.

Paragraph 1. { What was pussy doing?
What did she find?
Where did she find it?
What did pussy then do?
What did the turtle do?

Paragraph 2. { What did pussy think?
How did she try to find out what the turtle was doing?

Paragraph 3. { Why did pussy yell?
What else did she do?
How did they look?
Where did puss fall?
How came she to do so?

Paragraph 4. { How did the turtle feel?
Why?
What did he do?
What did he say to Puss?

LESSON 67.

CHOICE OF WORDS.

Like

I like { potatoes.
pudding.
picnics.
to play ball.
stories.

Love

I love { my mother.
my friends.
my home.
my schoolmates.
my teacher.

Name five persons whom you love.

Name five things that you like.

Fill these blanks correctly with like or love:

1. Children, — each other.
2. I do — cherries.
3. We — to sail on the river.
4. Every American child should — his country.
5. I — to go to school.
6. Does little Maude — her cousin Ruth?
7. Joe and Teddy — their father.
8. Oh, how I do — candy!

SUMMARY.

Memorize:

To like means to be pleased with, to enjoy.

To love means to have an affection for.

Do not say love when you mean like.

LESSON 68.

LETTER.

Fill the blanks in this letter, which is written by Master Frank Strong to his classmate, Andrew Walton. Frank is spending the month of July, 1887, in Jackson, Cal.; Andrew lives at Lodi, Cal.:

_____, _____,
 _____, _____,
 _____, _____,

Will you please send me one dozen fish-hooks by the next mail? Get the kind which are best for trout fishing.

_____, _____,
 _____, _____,
 _____, _____,
 _____, _____,
 _____, _____.

LESSON 69.

APOSTROPHE AND S.

1. Jane doll.

2. Jane's doll.

What is added to Jane in number two?

What does it mean now?

1. Felix pony.

2. Felix's pony.

What shows you whose pony it is?

Change each of the following so that we may know who is the owner:

1. James dog.

4. children pet.

2. boy top.

5. fox tail.

3. man hat.

6. girl slate.

WRITTEN EXERCISE.

Change these groups of words so that a name will show the ownership:

1. the pencil of the girl.

2. the desk of the teacher.

3. the songs of children.

4. the kindness of Ida.

5. the brother of Irving.
6. the pen of the pig.
7. the house of my uncle.
8. the sermon of the minister.
9. the basket of Laura.
10. the watch of my mother.

LESSON 70.

S AND APOSTROPHE.

1	2
boys	boys' games
cats	cats' fur
birds	birds' house
hens	hens' eggs

With what letter does each word in the first column end?
 What is added to each to make it show ownership?
 Tell why we do not add an *S* also.

SUMMARY.

Memorize :

To show ownership or possession add an apostrophe and *S* to the name.

If the name means more than one and already ends in *S*, add an apostrophe only.

Write sentences using these words to show ownership:

Henry	horses
women	owls
cow	bees
book	ladies
sister	leaves
men	knives
Moses	foxes

LESSON 71.

WRITTEN EXERCISE.

Copy from the table of contents in the Second Reader ten titles containing names used to show possession.

Combine these sentences, using a name to express possession:

1. The house was burned.
It belonged to my father.
2. Edward owns a horse.
It has a long mane.
It has a long tail.
3. The canary has feathers.
The feathers are bright yellow.
4. Mr. Smith has a store.
It is on Market street.
It is near the Park.
5. That boat belongs to Jack.
It has a new coat of white paint.
6. O here is a hair ribbon.
It belongs to Cecelia
7. This hat belongs to Bessie.
It has just been brought home.
8. Miss Wilson bought this book.
Therefore it is hers.
9. William sleeps in the store.
His father owns it.
It is a grocery store.
10. Charles lives on a farm.
Mr. Allen owns the farm.
Charles is his son.

LESSON 72.

STORY.



THE FOX HUNT.

Look carefully at this picture, and then complete each paragraph.

1. In this picture I see

2. The men and dogs are

3. These horses

4. The poor fox is very tired

LESSON 73.

LETTER.

Copy, filling blanks. Combine all the statements in the second paragraph:

_____, _____,
_____, _____.
_____, _____,

Your letter was received last Tuesday. I enjoyed your account of the Fourth very much.

Father has gone to the mountains. Mother has gone to the mountains. They took the boys with them. They went to visit Grandfather.

I am staying with cousin Annie while they are away, and if you will come to visit us, we will go to the sea-coast to spend a few days.

_____, _____,
_____, _____.
_____, _____,
_____, _____.

LESSON 74.

CHOICE OF WORDS.

ORAL EXERCISE.

those

these

them

1. Say something about your fingers and use the word *these*.
2. Speak of your books using the word *these*.
3. Speak of the books in the library and use the word *those*.
4. When you use the word *these*, are the things spoken of near you or at a distance? When you use the word *those*?
5. Make a statement using the word *them*.

6. Look out of the window and use *those* in telling about something that you see.
7. Use *them* in asking a question about the same things.
8. Make a sentence beginning with *these*.
9. Use *those* and *horses* in asking a question.
10. Say something about dogs beginning with *these*.
11. Make a sentence using both *them* and *those*.
12. Ask a question using both *them* and *those*.

LESSON 75.

WRITTEN EXERCISE.

Write the sentences that you made in the last lesson.

LESSON 76.

CHOICE OF WORDS.

HOW TO ASK AND GIVE PERMISSION.

1. Clara, may I take your book?
2. May we have some apples, mother?
3. May I look at your knife, John?

What word is used in making each request?

Answer each request and use the same word.

Rearrange the following questions so as to make them ask permission, and supply an attention word in each.

Example :

1. *Can* I have my new picture book?
(Rearranged) *Mother, may* I have my new picture book?
2. Can Hal carry your parasol?
3. Shall we cross the creek on that plank?
4. Will your sister come to our party?
5. Can Jennie lift the basket?
6. Must we pick the cherries?
8. Can we climb that steep hill?

LESSON 77.

WRITTEN EXERCISE.

Place words before the following groups so as to make each ask permission:

1. go to the picnic?
2. buy some new tops?
3. sit with Sarah?
4. eat lunch in the school-room?
5. have some cream on my berries?
6. help wash the dishes?
7. get a drink?
8. go to see Eva?
9. put my hat in your trunk?
10. take our dolls with us?

Write an answer to each of the above.

SUMMARY.

Memorize:

Use **MAY** in asking or giving permission.

In making or granting a request, use the name of the person to whom you are speaking.

LESSON 78.

CHOICE OF WORDS.

sit

set

1. I sit on the chair.
2. I sit on the sofa.
3. I set the basket on the chair.
4. I set the child on the sofa.

*In the third and fourth sentences use **put**, or **place**, instead of **set**.*

*See if you can use **put**, or **place**, in the first and second sentences.*

What did I set on the chair?
 What did I set on the sofa?

SUMMARY.

Memorize :

We use *set* when we *put* or *place* something.

LESSON 79.

LETTER WRITING.

Learn the names of the different parts of this letter:

(Heading.)

San Jose, Cal.,
 Jan. 22, 1887.

(Salutation.)

My dear Sister,

(Body of letter.)

School begins one week from Monday. Mother thinks you had better come home next Thursday, so that you may have a few days to rest.

(Subscription.)

Your loving cousin,
 Emma Williams.

(Inside Address.)

Miss Susie Williams,
 Hollister,
 Cal.

LESSON 80.

LETTER WRITING.

I. The parts of a simple heading are:

- | | |
|-------------------|------------------|
| 1. Name of town. | 3. Day of month. |
| 2. Name of state. | 4. Year. |

Separate the parts of a heading by commas, and end the heading with a period.

Example :

^{1.}
 Santa Barbara, Cal.,
^{3.} ^{4.}
 June 10, 1887.

II. In cities the heading consists of:

- | | |
|-----------------------|------------------|
| 1. Number and street. | 4. Day of month. |
| 2. Name of city. | 5. Year. |
| 3. Name of state. | |

The heading of a letter should show where to address the answer.

Make a heading of each of the following:

1. 1885, Chicago, June 29, Ill., 166 Tyler St.
2. Stockton, 56 Main St., Cal., December 8, 1880.
3. Oregon, Portland, 364 Market St., 1887, July 4.
4. 1886, Fresno City, November 18, Cal.
5. Chico, 1887, January 10, Cal.

LESSON 81.

WRITTEN EXERCISE.

sit is sitting set is setting

Combine each of the above words in turn with each of the following groups of words in making a statement:

- | | |
|---------------------|-----------------------|
| 1. under the tree. | 6. in the cupboard. |
| 2. beside the pump. | 7. by the stove. |
| 3. on the bed. | 8. near a fence. |
| 4. under the table. | 9. behind the barn. |
| 5. near my sister. | 10. between the boys. |

Supply sit or set properly in the following sentences:

1. Jennie may — with me.
2. The girl — the dishes on the table.
3. Will you — by the window, Sue?

4. Take off your hat, Lewis, and — down.
5. George, — your pail on the shelf, and — down by me.
6. The cat likes to — in Carrie's lap.
7. Lou, do you wish to — on the front seat?

LESSON 82.

WRITING A STORY.



THE STAGE COACH.

1. In paragraph one, tell what you see in this picture.
2. In paragraph two, tell what these children are doing, and what they have used for a stage and horses.

3. In paragraph three, tell who is driver, how many passengers there are, and where they are going.

4. In paragraph four, tell what accident happened on the way.

LESSON 83.

CHOICE OF WORDS.

ORAL EXERCISE.

Marion and I will go with you.

Father, mother, and I walked five miles.

He and I played a game of marbles.

In speaking of yourself with others, mention yourself last.

Fill the blanks with I and one of these words: he, she, they.

1. May — and — have the book, Lois?
2. Shall — and — go to the store now, father?
3. — and — are just eight years old to-day.
4. — and — have learned a new song.
5. Who will help me? — and — will.

Use I with each of the following groups, and supply words enough to make good sentences:

1. May sister enjoyed.
2. Cousin Andrew Joe invented.
3. Uncle aunt were invited.
4. Father mother baby are going.
5. You he have permission.

LESSON 84.

WRITTEN EXERCISE.

Following directions given in the last lesson, write ten sentences speaking of yourself and others.

LESSON 85.

COMBINING STATEMENTS.

WRITTEN EXERCISE.

Use one of the following words in joining into one sentence each of these pairs of statements:

but, because, although, if.

Example:

1. Jessie went to school this morning.
The rain was falling in torrents.
(Joined) Jessie went to school this morning, *although* the rain was falling in torrents.
2. Susie went to the fair with her mother.
Anna went to visit her cousin Ella.
3. Mrs. Allen sent for the doctor.
Mrs. Allen's little daughter was very sick.
4. Walter and James will go to the picnic.
Their father will let them have the horse and buggy.
5. Ella likes to study.
Her sister Florence had much rather play.
6. The men finished cutting the hay.
The men were all very tired.
7. The dog will not hurt the children.
The children treat the dog kindly.

LESSON 86.

LETTER WRITING.

Read these salutations, noticing how they are written.

Dear Mother; My dear Friend; Friend George; My dear Miss Walsh; Dear Ella.

What good salutations can you give in writing a letter to

an uncle? a friend? a cousin? your brother? a married lady? an unmarried lady? a gentleman?

FORMS OF SUBSCRIPTIONS.

Your affectionate daughter,
Minnie Stone.

Your friend,
(or) Your sincere friend,
Willie Brown.

Your loving pupil,
Cornie Eaton.

Think of some other ways of writing subscriptions.

LESSON 87.

CHOICE OF WORDS.

ORAL EXERCISE.

teach

learn

Our teacher's name is Miss —.

Miss — *teaches* us to write.

She *teaches* us to read.

She *teaches* us to spell.

We *learn* to write.

We *learn* to read.

We *learn* to spell.

I can *learn* to sew and sing.

My mother *teaches* me to sew.

My sister *teaches* me to sing.

My dog, Carlo, can *learn* tricks.

I *teach* him many tricks.

SUMMARY.

Memorize :

To teach means to give instruction.

To learn means to receive instruction.

Do not use learn when you mean teach.

Supply teach, teaches, learn, learns.

1. Will you —— me to swim?
2. I will —— you, because you —— so quickly.
3. My cousin will —— me to sew on the machine.
4. Mattie —— pretty stories, and —— them to her little brother.
5. Fal —— his dog to carry a basket.

LESSON 88.

WRITTEN EXERCISE.

1. Make three statements, telling what you can teach a dog to do.
2. Make five statements, telling what you can teach a horse to do.
3. Tell five things that you learn at school.
4. Tell five things that you would like to learn.
5. Write two sentences, using both **teach** and **learn** in each.

LESSON 89.

QUOTATION MARKS.

ORAL EXERCISE.

Said the first little chicken,
 With a queer little squirm,
 "I wish I could find
 A fat little worm."

Said the next little chicken,
 With an odd little shrug,
 "I wish I could find
 A fat little bug."

Said the third little chicken,
 With a sharp little squeal,
 "I wish I could find
 Some nice yellow meal."

Said the fourth little chicken,
 With a small sigh of grief,
 "I wish I could find
 A little green leaf."

"See here," said the mother,
 From the green garden-patch,
 "If you want any breakfast,
 Just come here and scratch."

Read the first four lines of this poem.

Read what the little chicken said.

Look carefully at the marks before and after these words.

Tell me how to make the marks before **I**.

Tell me how to make the marks after **worm**.

How do they differ from each other?

Find the same marks in the next four lines.

Look closely at each stanza in the poem.

What are the exact words the mother said?

What marks inclose the words?

Why do you think the marks are used?

SUMMARY.

Memorize:

When the exact words of some one are used they are called a **QUOTATION**.

The marks used to inclose a quotation are called Quotation marks.

LESSON 90.

WRITTEN EXERCISE.

Copy the following lesson very carefully and read each quotation by itself, in class:

1. Said one little chick, "That belongs to me."
2. Said chick number two, "We'll see, we'll see."
3. "Libby, here is your book," said Amy.
4. "Thank you, Amy," replied Libby.
5. "May we fish in the creek, mother?" asked Cora.
6. "Lucy, come away from that dog!" shouted Jack.
7. The frost looked forth one still clear night
And whispered, "Now I shall be out of sight."
8. He exclaimed, "Merry Christmas to all!"
9. "Thanks to the sunshine, thanks to the rain,"
Murmured the little white lily again.

LESSON 91.

STORY.

ORAL EXERCISE.

"UMBRELLAS TO MEND!"

[Have pupils carefully read the questions and directions at the end of the lesson before filling the blanks, or the teacher may ask these or similar questions in order to lead pupils to do the work.]

1. "Umbrellas to mend! — — —! any — — —!"

2. "This is a queer time to be — — —," said mamma. She was just going to the window to look out, when Hatty said, "Why, mother, that is —."

3. These children had planned that one of them should think of a game for each day. To-day is Sam's day, and he is playing that he is an umbrella man. He has on his father's overcoat and tall hat, and carries a great load of old umbrellas.

4. "Where did the boy get —?" exclaimed Aunt Sue.

5. Hatty hurried to get her umbrella and open it. The broken rib stuck up as if trying to say, "— — — — —."

6. " — — — — — ?" she asked. " — — — — — ," replied the umbrella man.

7. The children had fine fun. Baby looked on with wondering eyes. He could not quite understand what it was all about.

Read what is given in paragraphs one, two, and three.

Who said "Umbrellas to mend?"

Finish what he said.

What do we call paragraph one?

How should it be marked?

Where was the mother going? Why do you think she was going? What did she say? Why do you think she said this?

What had these children planned? What is Sam doing? What did Hatty tell her mother? Give me Hatty's exact words, so that I can write the quotation.

Tell me the part of the story told in these three paragraphs, using your own language. Tell it again, just as it is to be written here.

Complete aunt Sue's quotation in paragraph four.

Read paragraph five.

Tell what Hatty did.

What do you think the broken rib was trying to say?

Give the first quotation in paragraph six. Give the second.

Read the whole story, supplying all the quotations.

LESSON 92.

WRITTEN EXERCISE.

Write the story given in the last lesson, filling out the quotations properly.

LESSON 93.

SENTENCE BUILDING.

Complete these sentences:

1. The horse could not draw the load, *because*
2. Anna did not break her doll, *but*
3. My uncle went to San Francisco, *because*
4. Boys like tops and marbles, *but*
5. The cattle crossed the stream, *although*
6. A cat caught my bird, *although*
7. Plants grow very rapidly, *if*
8. I think that Emma will receive a new book Christmas, *if*
9. You may play with my kite, Fred, *but*
10. Will you lend me your knife, *if*
11. William rolled his ball under the sidewalk, *and* . .
12. Little Henry cut his finger, *yet*
13. The horse ran *as if*
14. *Since* , he can go a fishing.
15. John has done his work, *therefore*
16. It is further to Ogden *than*
17. Lift your foot *so as*

LESSON 94.

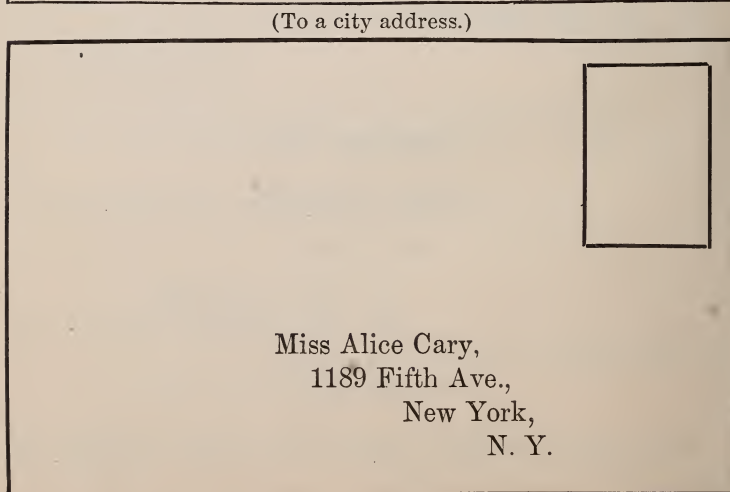
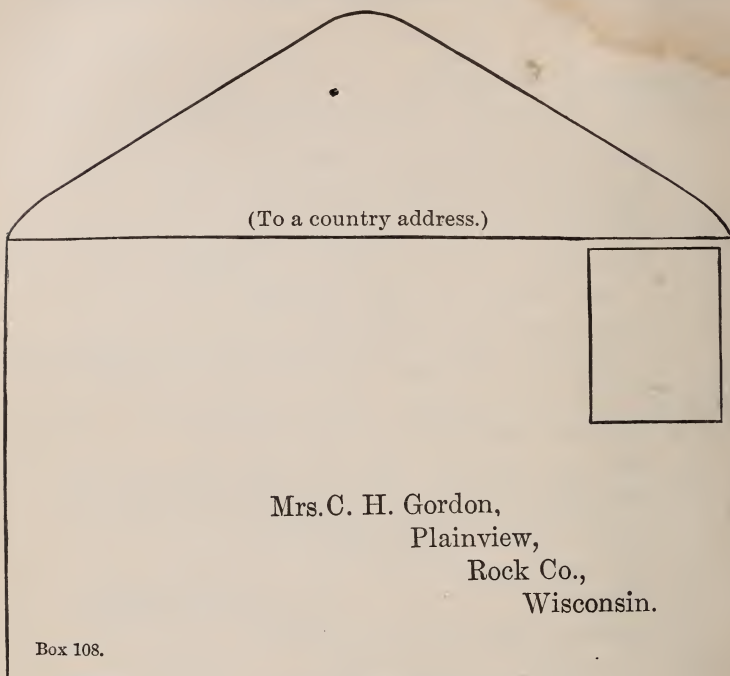
LETTER WRITING.

THE ADDRESS.

1. The address consists of
- | | |
|---|--|
| { | <ol style="list-style-type: none"> 1. Name of Person. 2. No. and Street (if in a city). 3. Town. 4. State. |
|---|--|

The address is written twice; once on the envelope and once at the end of the letter.

Notice carefully the arrangement of the examples given.



WRITTEN EXERCISE.

Draw envelopes on paper and address them to :

1. Your teacher. 2. Your father. 3. A boy.
4. A young lady friend. 5. A physician.

LESSON 95.

WORD PICTURES.

WRITTEN EXERCISE.

Read this stanza, then describe, in your own words, the picture you have in your mind of "Old Santa Claus."

He was dressed all in fur from his head to his foot,
 And his clothes were all tarnished with ashes and soot.
 His eyes, how they twinkled! his dimples, how merry!
 His cheeks were like roses, his nose like a cherry.
 His droll little mouth was drawn up like a bow,
 And the beard on his chin was as white as the snow.

—Clement C. Moore.

LESSON 96.

CHOICE OF WORDS.

lie lies lay lying lain

Memorize:

Lie means to recline.

1. I *lie* on the lounge.
2. John *lies* on the grass.
3. Tray *lay* on the porch in the sun.
4. The boys are *lying* under the tree.
5. The sick girl has *lain* in bed a month.

Make a sentence of each of the following groups of words, supplying as many more words as you choose :

1. Edgar Bruno lie rug
2. Cora lies abed nine
3. cat lying hearth fire

4. look has lain table week

5. Jessie tired lay sofa

Make five sentences, using lie, lies, lay, lying, lain.

LESSON 97.

CHOICE OF WORDS.

lay

lays

laying

laid

Memorize: 🔥

Lay means to *put*, or *place*.

Lay the book on the table, Helen.

She *lays* her hat on the chair.

Tom was *laying* boards on the walk.

Those children *laid* their slates on the ground.

Make four sentences, using the words at the head of this lesson.

Copy, choosing the correct word:

1. $\left\{ \begin{array}{l} \text{Lay} \\ \text{or} \\ \text{Lie} \end{array} \right\}$ the book on the table, Carrie.

2. Your knife is $\left\{ \begin{array}{l} \text{lying} \\ \text{or} \\ \text{laying} \end{array} \right\}$ on the dictionary.

3. I am so tired that I must $\left\{ \begin{array}{l} \text{lie} \\ \text{or} \\ \text{lay} \end{array} \right\}$ down.

4. $\left\{ \begin{array}{l} \text{Lie} \\ \text{or} \\ \text{Lay} \end{array} \right\}$ your shawl on the table and $\left\{ \begin{array}{l} \text{lay} \\ \text{or} \\ \text{lie} \end{array} \right\}$ down to rest.

5. $\left\{ \begin{array}{l} \text{Lie} \\ \text{or} \\ \text{Lay} \end{array} \right\}$ the rug on the hearth before you $\left\{ \begin{array}{l} \text{lie} \\ \text{or} \\ \text{lay} \end{array} \right\}$ down.

6. She $\left\{ \begin{array}{c} \text{lay} \\ \text{or} \\ \text{laid} \end{array} \right\}$ the book on the desk.

7. Where did you $\left\{ \begin{array}{c} \text{lay} \\ \text{or} \\ \text{lie} \end{array} \right\}$ my music?

8. Who has $\left\{ \begin{array}{c} \text{laid} \\ \text{or} \\ \text{lain} \end{array} \right\}$ on my bed?

9. $\left\{ \begin{array}{c} \text{Laying} \\ \text{or} \\ \text{Lying} \end{array} \right\}$ down to sleep I $\left\{ \begin{array}{c} \text{laid} \\ \text{or} \\ \text{lay} \end{array} \right\}$ my watch on the table.

LESSON 98.

LETTER WRITING.

Rewrite and arrange in proper form.

65 Montgomery Street San Francisco California May 14
1886 My dear Cousin The pretty hood you sent me was
received this morning. I was so surprised when the ex-
pressman left a package for me that I almost forgot to
open it. Mother says that your knitting is unusually even
and pretty. I shall think of you whenever I wear your
dainty gift. Very gratefully, your cousin Mattie George.
Miss Ida Holly, Red Bluff, Cal.

LESSON 99.

WORD PICTURES.

*Read this stanza, and then describe the "Pied Piper" in
your own words as though you were looking at him:*

His queer long coat from heel to head,
Was half of yellow and half of red;
And he himself was tall and thin,

With sharp blue eyes each like a pin,
 And light loose hair, yet swarthy skin.
 No tuft on cheek, nor beard on chin,
 But lips where smiles went out and in.

—Robert Browning.

LESSON 100.

CHOICE OF WORDS.

lie

lay

sit

set

[Teacher performs various acts, and requires the pupil to describe them, using some form of the above words. For example:

1. Put a book on the table.
2. Take a seat near the door.
3. Put a chair by the desk, and take a seat.
4. Place a paper on the floor, and put the bell on it.
5. Place a basket on the table, put a knife in it, and then sit down.]

LESSON 101.

STORY.

Write a story suggested by these hints:

THE ———.

1. Mayday, — warm, pleasant, dewy sunshine — flowers and green grass.

2. Picnic — school children — lunches — three large farm wagons — grove of oak trees — clear, cool stream.

3. Swings — games — walked in the woods — gathered wild flowers — great many fish.

4. Sun going down — children tired ride home — happy day.

LESSON 102.

LETTER WRITING.

Constance Wright having been thrown from her horse while riding in the mountains, writes a letter to tell her mother of the accident.

Write a letter from this outline:

1. Who were in the party.
2. Where they were going.
3. What frightened the horse.
4. How much she was hurt.
5. Her feelings the next day.

COMPOSITION LESSONS.

NOTE TO TEACHER.

These composition lessons may be given before the grammar lessons in Part II, or the grammar and composition work may both be carried on at the same time. In the latter case a separate recitation should be given to each. If the composition work is done before taking the grammar lessons, the subject of composition should be continued in a more advanced form, as composition, both oral and written, is the most practical part of language work.

The composition lessons are presented under three divisions—*simple descriptive*, *simple narrative*, and *simple imaginative*. Each teacher should add to the work as the class may need, until the pupils are able to think, speak, and write fluently in good English.

The teacher should question the pupils upon the subject, and draw from them the points given in the outlines. After a thorough oral discussion of the lesson the outline should be given to the pupils as an assistance to the memory in writing.

The teacher should use pictures, stories, and anything else that will make the lessons attractive. Use every device possible that will help to cultivate the pupil's power of expression.

COMPOSITION LESSONS.

LESSON 1.

DESCRIPTIVE COMPOSITION.

Write a description of your schoolhouse from the following outline:

OUR SCHOOLHOUSE.

- Introduction . . { General appearance.
 { General surroundings.
 { General location. { Town.
 { County.
- Body of composition . . { Size.
 { Material of which it is made.
 { Color.
 { Number of rooms.
 { Yard. { Size.
 { Divisions.
 { Kind of fence.
 { View from schoolhouse.
 { Rooms. { Size. Doors.
 { Shape. Color of wall.
 { Windows. Decorations.
- Conclusion: Personal opinion in regard to our schoolhouse.

LESSON 2.

Write a description suggested by the following outline:

THE ELEPHANT.

- Introduction . . { Size as compared with other animals.
 { Native climate.
- Body of composition . . . { General appearance . . . { Size. Color.
 { Shape. Locomotion.
 { Body.
 { Parts { Head. { Eyes. Mouth.
 { Ears. Trunk.
 { Legs. Feet. Tail.
 { Habits. Where seen by us.
- Conclusion: Anecdote of some elephant.

LESSON 3.

Read "*The Kingbird*," on page 167 of the *Second Reader of the State Series*, then write the description from the following outline:

THE KINGBIRD.

- Introduction . . { Where well known.
 { Number as compared with other birds.
- Body { General appearance.
 { Color of breast.
 { Color of back.
 { Most resembles what bird.
 { Size.
 { Voice.
 { Why called a kingbird.
 { Why he is so powerful.
 { How he sometimes rides through the air.
- Conclusion: Usefulness of kingbird to farmers.

LESSON 4.

THE HOUSE IN THE MEADOW.

It stands in a sunny meadow,
 The house so mossy and brown,
 With its cumbrous old stone chimneys,
 And the gray roof sloping down.

The trees fold their green arms around it—
 The trees a century old—
 And the winds go chanting through them,
 And the sunbeams drop their gold.

The cowslips spring in the marshes,
 The roses bloom on the hill,
 And beside the brook in the pasture,
 The herds go feeding at will.

From the following outline write out the description given by the preceding poem:

Introduction . . Location of house.

Body . . .	{	Color of house.
		Why mossy.
		Kind of chimneys.
		Shape and color of roof.
		Trees.
		Wind.
		Sunshine.
		Where the marshes and hills were.
		What grew there.
{	Where the brook was.	
	What is found there.	

Conclusion: What kind of a house this is.

LESSON 5.

The cowslip startles in meadows green,
 The buttercup catches the sun in its chalice,
 And there's never a leaf nor a blade too mean
 To be some happy creature's palace;
 The little bird sits at his door in the sun,
 Atilt like a blossom among the leaves,
 And lets his illumined being o'errun
 With the deluge of summer he receives.
 His mate feels the eggs beneath her wings,
 And the heart in her dumb breast flutters and sings;
 He sings to the wide world, and she to her nest,—
 In the nice ear of Nature which song is the best?
 We sit in the warm shade and feel right well
 How the sap creeps up and the blossoms swell;
 We may shut our eyes, but we cannot help knowing
 That skies are clear and grass is growing;
 The breeze comes whispering in our ear,
 That dandelions are blossoming near,
 That maize has sprouted, that the streams are flowing,
 That the river is bluer than the sky,
 That the robin is plastering his house hard by;
 And if the breeze keeps the good news back,

For other couriers we should not lack;
 We could guess it all by yon heifer's lowing,—
 And hark! how clear bold chanticleer,
 Warmed with the new voice of the year,
 Tells all in his lusty crowing!—*J. R. Lowell.*

From the following outline description write out the preceding poem. Give your story a title:

Introduction . . Season of the year.

Body . .	{	The flowers.
		What the birds are doing.
		Where we sit.
		What we know.
		What the breeze tells.
		What else tells the same thing.
	{	How they tell it.

Conclusion:

SUBJECTS FOR DESCRIPTIVE COMPOSITIONS.

My Home.	Our County Seat.
One of My Schoolmates.	Butterflies.
My Favorite Flower.	Christmas Eve.
A California Orchard.	The Tramp.
An Autumn Day.	Peddlers.
A Pretty Country Nook.	A Vacation Trip.
Ferns.	

LESSON 6.

NARRATIVE COMPOSITIONS.

THE OWL, THE BAT, AND THE BUMBLE-BEE.

The brown owl sat on the caraway tree,
 A ruffed-up, immense owl.
 Who so learned and wise as he?
 A puffed-up, eminent fowl.

A black bat hung by a twig of the tree,
 A blinking, blind old bat;

And buzzing near was a bumble-bee,
Crinkling, yellow, and fat.

“Ho,” said the owl, “but the sun is so bright,
So torrid, blazing away!”

“Oh,” said the bat, “for the shades of night,
This horrid, dazzling day!”

“Psho,” said the bee, “if that is all,
Blundery, blind old bat,
Yonder’s a cloud coming up at your call,—
Thundery,—black as a hat.”

“Ah!” cried the bat and the owl together,
“Tumbling, great black cloud,
Bring us some fine, dark, thundery weather,
Rumbling fierce and loud.”

Up came the cloud, flying far and wide,
Wizzardly wierd and strong,—
Brisk little hurricane sitting inside,
Blizzardly bowling along.

Off went the owl like a thistle-down puff,
Ruffled-up, rolled in a ball!
Off went the bat like a candle-snuff,
Shuffled-up, toes and all!

Off went the twig and off went the tree,
Scurrying down to the ground,
Nothing was left, save the humble-bee,
Worrying thus to be found.

Yet snug as a bug in the roots of the tree,
Where he grumbled: “What a catastrophe!
I was simply thunderstruck!” said he.
“And I’m sure I prefer the glare

Of the hottest day to that whirling air!
Such a draught! I hope I have not caught cold!
But I know I was over and over rolled.
Am I really safe and sound?”—*St. Nicholas.*

Write out the narrative of the preceding poem from the following outline:

Introduction . . What was in the caraway tree.

Body . .	{	The owl's and the bat's complaint.	
		What the bee said.	
		The owl's and the bat's wish.	
		The coming of the cloud.	
		What the cloud contained.	
		Fate of the owl and the bat.	
		{	Where the bee was.
		{	The bee's fright and what he said.

Conclusion : Lesson taught by the story.

LESSON 7.

Write a narrative from the following outline:

DICK WHITTINGTON'S CAT.

Introduction . .	{	Poor boy named Dick Whittington.
		No parents.
		Almshouse.

Body	{	Hears London streets are paved with gold.		
		Reaches there disappointed, freezing, starving.		
		Kind man takes him home.		
		Dick is put in charge of cook.		
		Cook is cruel.		
		Dick's trials.	{	Sleeps in garret filled with mice.
				Beaten by cook.
				Hard, dirty work.
				Not enough to eat.
				Suffers from cold.
		Dick runs away.		
		Bow bells ring, and seem to keep saying, "Turn again, turn again, thrice Mayor of London."		
		Dick returns.		
		Receives a penny for blacking a guest's shoes.		
Buys a cat.				
Takes cat to garret, and is freed from mice.				
Master sends ship to foreign ports.				
Each servant sends something to sell, and on return of ship is to receive money.				
Dick sends cat.				

Body (continued) . . .	{	Ridicule of other servants.
		Ship anchored in a foreign port.
		Captain invited to dinner by King.
		King and guests annoyed at table by rats.
		Captain brings Dick's cat.
		Destruction of rats.
		Cat sold for rare jewels and a fabulous sum of money.
		Ship returns home.
		Servants called to receive their money.
		Master tells Dick of his fortune.
	{	Dick's astonishment and joy.

Conclusion: Rich and generous Sir Richard Whittington becomes Lord Mayor of London three times.

LESSON 8.

THE LAZY FARM-BOY.

Lazy in spring-time, before the leaves are green,
 Lazy in summer-time, beneath their leafy screen,
 Sure a lazier farm-boy never yet was seen!

His cheeks are round as apples, and browned by sun and breeze,
 He bears a pair of patches upon his sturdy knees,
 And wears the pleasant countenance of one who loves to please.

The weeds are growing fast, and the master takes his hoe,
 And bids his farm-boy follow him, whether he will or no;
 He follows, as a farm-boy should, but he follows very slow.

His master leads him to the field, and shows him all his task,
 And leaves him when in sunbeams the earth begins to bask,
 Just as the boy would like "How long ere dinner-time?" to ask.

After awhile he thinks he hears an early apple fall,
 Now surely from the little wood he hears a phoebe call!
 So he halts among the pumpkins beside the pasture-wall.

For half an hour he gazes to find the apple-tree,
 And listens for the phoebe, but is not sure 't is she,
 Then he takes his hoe and marvels so many weeds should be.

And now the face of heaven wears not a single cloud,
The lazy boy above his hoe is for a brief space bowed,
But soon, despondent, he stops short before a weedy crowd.

"I think," he says, ("I am so tired!)"—it must be nigh to noon;
I'll listen for the mid-day bell; it should be ringing soon."
He lies down in the shade to hear, and whistles a slow tune.

There is no sound, the breezes die, he soon falls fast asleep;
The weeds do not stop growing—thus will our labors keep.
He wears a smile, for in his dream he hears a squirrel cheep.

Roused by the clanging bell of noon, he wakes with startled moan;
"I wonder how it is," he says, "so many weeds were sown!"
"Because," I answer, "smart farm-boys are not like clover grown."

—*St. Nicholas.*

With the following helps make an outline for writing a narrative from the foregoing poem:

From stanza one make one point for the introduction.

Select the main thought in stanza two for the first point in the body of your story.

Make three points of the three things told in stanza three.

From the remaining stanzas make points of the different things that the boy does.

Draw your own conclusion.

Write a story from the outline that you have made.

SUGGESTIONS FOR SUBJECTS FOR NARRATIVE COMPOSITIONS.

"St. Nicholas," both prose and poetry.	Stories of Plants.
"Wide Awake."	Stories of Persons.
Children's Reading Books.	"Harper's Young People."
Children's stories and poems of standard authors.	"Youth's Companion."
Stories of Animals.	Have children tell stories read at home.
	Stories from History.

LESSON 9.

IMAGINATIVE COMPOSITIONS.

BUTTERFLIES.

The bees were too busy making honey,
 The birds were too busy building nests,
 To carry one morning a message grave,
 To Elfland, for one of the fairy guests:
 (For this was before the butterflies
 Had ever been thought of under the skies.)

Then the vexed fairy, who wished to send
 The message, leaned from a lily-bell,
 And in her tiny, silvery voice,
 She scolded poor old Dame Nature well:
 "Find us," said she, "a messenger light,
 Or else we fairies troop home this night."

Dame Nature, who sat on a high green knoll,
 Spinning away in the golden light,
 Pushed her spectacles back on her brow,
 And thought for a moment with all her might;
 "I must do something, for well I know
 The flowers will pine if the fairies go!"

Then some pansies she picked and gave them wings,
 A velvet poppy petal or two,
 Streaked them with gold and set them afloat,
 And they sailed away in the breezy blue.
 And this is the way that Dame Nature wise,
 Fashioned the first of the butterflies.

Tell in prose what the writer of the preceding poem has said.

Introduction . . Birds, bees, message. .

Body . .	{	Why fairy could not send message.
		The fairy's anger.
		What the fairy told Dame Nature.
		Dame Nature. { Where she was.
		{ Her appearance.
		{ What she thought.
		What Dame Nature did.

Conclusion: From last two lines of poem.

LESSON 10.

Read the following story, then write it from memory in your own words:

NARCISSUS.

One day a youth named Narcissus, who had been hunting in the forest, lost sight of his companions, and while looking for them, chanced to see a fountain flashing beneath a stray sunbeam.

He drew near, and as he knelt upon the mossy bank, he saw his own image, as in a glass. He thought it some lovely water-sprite that lived within the fountain.

"You are the most beautiful being my eyes ever looked upon," said he, "you shall have all that is mine and I will forever be your faithful friend, if you will only come with me."

The image only smiled and poor Narcissus, in the hope of winning so beautiful a companion, hung over the brink of the fountain forgetting his food and rest, but not losing sight for an instant of the lovely face.

Day after day and night after night he stayed there, gazing and grieving. He grew thin and pale and weak, until, worn out with disappointment, he pined away and died.

When his friends found poor dead Narcissus, they were filled with sorrow, and they went about sadly to prepare a funeral pile. But, most wonderful to tell! when they returned to bear away the body, it could nowhere be found, and before their astonished eyes a little flower rose from the water's edge, just where their friend had died.

They named the flower in memory of him, and it has been called Narcissus unto this very day.—*St. Nicholas.*

LESSON 11.

A VISIT TO SANTA CLAUS.

Study the following outline, then write the story:

Introduction . . Thinking of Santa Claus and wondering what he would bring.

Body . .	{	Sudden appearance of a chubby little messenger.
		An invitation to the realm of Santa Claus.
		Queer little sleigh drawn by twelve tiny reindeer.
		Our trip through the air.
		Things that we saw.
		Everything covered with ice and snow, but no feeling of cold.
		Arrival at the Palace of Santa Claus.
		Its size and appearance.
		Welcome of Santa Claus.
{	What was seen.	
	Length of visit.	
	Return.	

Conclusion: Impression after the return.

LESSON 12.

“ONCE-ON-A-TIME.”

Heigh-ho! What frolics we might see,
 If it only had happened to you and me,
 To be born in some beautiful far-off clime,
 In the country of Somewhere, once-on-a-time!

Why, once-on-a-time there were mountains of gold,
 And cans full of jewels, and treasures untold;
 There were birds just waiting to fly before,
 And show you the way to the magical door.

And, under a tree, there was sure to be
 A queer little woman to give you the key;
 And a tiny, dancing, good-natured elf,
 To say, with his scepter: “Help yourself!”
 For millions of dollars grew from a dime,
 In the country of Somewhere, once-on-a-time.

If we lived in the country of Somewhere, you
 Could do whatever you chose to do.
 Instead of a boy, with a garden to weed,
 You might be a knight, with a sword and steed.
 Instead of a girl, with towel to hem,

I might be a princess, with robe and gem;
 With a gay little page, and a harper old,
 Who knew all the stories that ever were told,—
 Stories in prose, and stories in rhyme,
 That happened somewhere, once-on-a-time.

In the country of Somewhere, no one looks
 At maps and blackboards and grammar books,
 For all your knowledge just grows and grows,
 Like the song in a bird, or the sweet in a rose.
 And if ever I chance, on a fortunate day,
 To that wonderful region to find my way,
 Why, then, if the stories all are true,
 As quick as I can, I'll come for you,
 And we'll row away to its happy shores,
 In a silver shallop with golden oars.

—*St. Nicholas.*

By the help of the following outline write, in prose, what the author of this imaginative poem has said:

Introduction . . The lament.

Body . .	{	What happened somewhere,	{	Gold.
		once-on-a-time . . .		Jewels.
				Birds.
				Magical door.
				Queer little woman.
				Tiny elf.
				Millions of dollars.
	{	What the boy would not have to do.		
	{	What the girl could do.		
	{	How knowledge would come.		

Conclusion: What will happen if this happy land is reached.

SUGGESTIONS FOR IMAGINATIVE COMPOSITIONS.

Imaginary trips to countries,
 planets, and cities.
 What I Saw at the South Pole.
 The Bird's Carnival.
 What the Moon Told Me.
 How the Rose Became Red.

The Quarrel of the Lily and the
 Sunflower.
 History of a Pen.
 Stories from children's books,
 papers, and magazines.
 Fairy tales by standard authors.

PART II.

NOTE TO THE TEACHER.

The lessons in Part II. are intended to be a simple introduction to the subject of grammar. As in Part I., the lessons should be supplemented by a variety of drill work suggested by the teacher. The language work planned in the Readers should also be used in connection with these lessons.

PART II.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *names and words that stand for names* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the *mountains* of *California* by a beautiful *river* of clear *water*. *Hardy* has a *donkey* that *he* calls *Aures* and upon this *donkey* *he* rides everywhere over the *hills*. Sometimes *Aures* is cross and then *he* does some strange *things*. One *day* *Hardy* was riding *him* after the *cows* and *they* came to a *mountain* that was very steep. *Aures* does not like steep *mountains*, so when *he* saw it *he* stopped, stiffened his *legs*, and stood still. *Hardy* coaxed *him* in every *way*, but the stubborn *fellow* only switched his *tail* as if *he* were saying “*You must climb that hill alone.*” *Hardy* left *him* and when *he* returned *Aures* was waiting for *him*. *Hardy* gives *Aures* a *lump* of *sugar* when *he* has been good, but after this naughty *prank* *he* received no *sugar* for many *days*. *Aures* often puts his *feet* together and humps his *back* quickly when *he* thinks *Hardy* has ridden enough, but *Hardy* rides so well *he* is seldom thrown.

Another time *Hardy* and his two sisters, *Agnes* and *Kate*, all climbed upon *Aures*. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. *Agnes*, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. *Aures* carries loads of wood from the hills, and bags

of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 1.

NAMES AND WORDS THAT STAND FOR NAMES.

Name three things that you see in this room.

Give the names of two flowers.

Tell the names of two animals.

Give the names of four kinds of fruit.

In the following sentences, which words are names:

The spider is not an insect.

Bees and butterflies live upon flowers.

London is the largest city in the world.

Make hay while the sun shines.

Linen is made from flax.

1. Ira thought that Ira was late.
2. Ira thought that he was late.
3. Jerry found a ball, and put it away.
4. Susie said that she would go.

In sentence one, how many times do you find the name Ira?

In sentence two, what word is used in place of the word Ira?

In sentence three, find the names.

What word in sentence three is used instead of the name ball?

In sentence four, find the name and the word that stands for a name.

In the following sentences, tell which words are names, and which words stand for names:

1. Effie said, "Give the book to me."

2. Are you going home, Robert?
3. Louis gave his fish to Albert.
4. Avis thinks that she is taller than Sara is.
5. They saw him cross the bridge.
6. Sidney and Roma love their pets.
7. Emile thought that he would catch some fish.
8. Has Elletta her new book?

SUMMARY.

Memorize:

Words that name are called **NOUNS**.

Words that stand for names are called **PRONOUNS**.

NOTE TO TEACHER.—For variety and drill-work, frequently use Readers. Have pupils select the parts of speech from the reading lessons.

Sometimes the nouns for which pronouns stand are not expressed in the sentence.

Example: *You* have a new hat.

Select the Pronouns in the following sentences:

1. I am going home.
2. May we see the kittens?
3. Do you see us?
4. Mother loves me.
5. I was looking for you.

LESSON 2.

COMMON AND PROPER NOUNS.

- | | |
|--|---|
| 1. { The girl can sing.
{ Anna can sing. | 2. { The kitten is playing.
{ Snowball is playing. |
| 3. { The city is large.
{ San Francisco is large. | |

Mention the names in group one.

Which of these may be given to one girl, as well as to another; that is, to any one of this whole *class* of persons.

Which is a girl's *special* name?

Which name in group two is given to each of a *class* of animals?

Which is given to a *special* kitten?

Give the *class name* in group three.

Give the *special name* in group three.

How are the special names of each group written?

Arrange the following words in two columns, putting the class names in one, and the special names in the other:

Alice	chair	leaf	kite
fox	Stockton	Emma	Lucy
tree	peaches	pencil	Roy
snap	Washington	knife	paper
Edwin	horse	Dexter	Chico

SUMMARY.

Memorize:

Class names, or those which may be applied to any one of a class, are **COMMON NOUNS**.

Special names, or those given to special individuals of a class, are **PROPER NOUNS**.

LESSON 3.

Fill the blanks in the story below with nouns from the following list:

ships	wood	skins	bark
Fred	water	boats	oars
men	log	trees	sails
time	boat	animals	iron
Uncle Tom		persons	

“Have — always had — in which to sail on the —?” asked —.

“No,” said — —; “there was a — when — did not know how to make —.”

"But had they no means of sailing upon the ——?" asked ——.

"Yes; I suppose there never was a time when —— did not in some way sail upon the ——."

First, small ——s were made of the —— of —— and the —— of ——.

Sometimes a —— was made by digging out or burning out the inside of a large ——.

Men found out how to make larger and longer ——. Even the largest —— were pulled along by —— till —— became known.

Then ——, first of ——, and then of —— were built; and now there are —— large enough to transport thousands of ——.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *words that state* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY.

Hardy *lives* in the mountains of California by a beautiful river of clear water. Hardy *has* a donkey that he *calls* Aures and upon this donkey he *rides* everywhere over the hills. Sometimes Aures *is* cross and then he *does* some strange things. One day Hardy *was riding* him after the cows and they *came* to a mountain that *was* very steep. Aures *does not like* steep mountains, so when he *saw* it he *stopped*, *stiffened* his legs, and *stood* still. Hardy *coaxed* him in every way, but the stubborn fellow only *switched* his tail as if he *were saying* "You must climb that hill alone." Hardy *left* him and when he *returned* Aures *was waiting* for him. Hardy *gives* Aures a lump of sugar when he *has been* good, but after this naughty prank he *received* no sugar for

many days. Aures often *puts* his feet together and *humps* his back quickly when he *thinks* Hardy *has ridden* enough, but Hardy *rides* so well he *is* seldom *thrown*.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 4.

WORDS THAT STATE.

1. Myrtle studies.
2. Swallows are twittering.
3. Water freezes.
4. Alaska was bought.

In sentence one, which word *tells*, or *states*, what Myrtle does?

In sentence two, what two words *state* something about the swallows?

In sentence three, of what does the word *freezes* state something?

In sentence four, what do the words *was bought* do?

Write a statement about Robert.

Write a statement about some animal.

Write a statement about a tree.

Write a statement about yourself.

Pick out the words that do the stating.

SUMMARY.

Memorize :

Words that state are called VERBS.

Which verbs in the following sentences consist of one word?

Which consist of more than one?

- | | |
|------------------------------|---------------------------|
| 1. Ruby runs. | 5. Flora must walk. |
| 2. An owl <i>can fly</i> . | 6. The horse trots. |
| 3. Fishes swim. | 7. Father may be reading. |
| 4. Harold has been studying. | 8. Sara can sew. |

Make statements, using in each a verb from column two, a noun from column one, and a group of words from column three:

1.	2.	3.
Nora .	can fish	in the air
boys	float	with her doll
Edwin	fly	over the valley
birds	plays	with his sister
clouds	quarreled	in the stream

LESSON 5.

WORDS THAT ASK.

- | | |
|-------------------------|------------------------|
| 1. Lincoln was shot. | 3. Bismarck can speak. |
| 2. The wind is blowing. | 4. Lessie may play. |
| 5. Women must weep. | |

Select the verbs in the above sentences.

Change the above statements to questions, so that each verb will ask instead of state.

What do you notice about the position of the verbs in your questions?

Make questions, using in each a verb from column two, a noun from column one, and a group from column three:

1.	2.	3.
linen	may fall	on the piano
rats	is made	of flax
Andrew	can play	in our barn
snow	are found	in the ocean
mother	can swim	during the winter

SUMMARY.

Words that ask are also called VERBS.

-
1. Who rules in India? 2. What destroyed Lisbon?
3. Which boys study?

In sentence one, what pronoun helps the verb *rules* to ask the question?

In sentence two, what is the verb?

What pronoun helps this verb to ask the question?

In sentence three, what is the word *which*? What does it do?

In the following sentences, select the verbs and the asking pronouns:

1. Who conquered Mexico?
2. Which way did Lidia go?
3. What did Fulton do?
4. Which city ships most wheat?
5. Who discovered the Mississippi river?
6. What did you say?

LESSON 6.

WORDS THAT COMMAND.

Change the following sentences to commands:

1. Soldiers fight.
2. Cowards run.
3. Faithful dogs watch.

What word in your first sentence commands the soldiers to do something?

What is the commanding word in your second sentence?

In your third sentence, what does the word *watch* do?

Make commands, using in each a verb from column two, a noun from column one, and a group from column three:

1.	2.	3.
Rover	hide	in this book
Horace	jump	to your mother
Rachel	go	behind the door
Ora	study	over the ditch
Stephen	run	to the store

SUMMARY.

Words that command are also called VERBS.

Memorize:

VERBS are words that state, ask, or command.

LESSON 7.

Make statements, using one of the following verbs in each:

can write	are being punished
conquered	talks
sang	ripples
must work	will remain
may go	struck
sleeps	is sewing

Make questions, using one of the above verbs in each.

Make ten commands, and draw a line under the verb in each sentence.

Select five verbs of one word each from your reading lesson.

Select five verbs of more than one word each from your reading lesson.

LESSON 8.

After reading this poem carefully, select from it and write in one column sixteen nouns; in another column, fifteen verbs.

Poor Tray is asleep in the noonday sun,
And the flies go about him, one by one;
And pussy sits near with a sleepy grace,
Without even thinking of washing her face.

There flies a bird to a neighboring tree,
But very lazily flieth he;
And he sits and twitters a gentle note,
And scarcely ruffles his little throat.

I wish, O I wish I was yonder cloud
That sails about with its misty shroud;
Books and work I'd no more see,
And I'd come and float, dear mother, o'er thee.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the words joined to nouns to show “*what kind*” or to “*limit*” them are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in *the* mountains of California by a *beautiful* river of *clear* water. Hardy has a donkey that he calls Aures and upon *this* donkey he rides everywhere over *the* hills. Sometimes Aures is *cross* and then he does *some strange* things. One day Hardy was riding him after *the* cows and they came to a mountain that was very *steep*. Aures does not like *steep* mountains, so when he saw it he stopped, stiffened *his* legs, and stood still. Hardy coaxed him in *every* way, but *the stubborn* fellow only switched *his* tail as if he were saying “You must climb *that hill alone*.”

Hardy left him and when he returned Aures was waiting for him. Hardy gives Aures *a* lump of sugar when he has been *good*, but after *this naughty* prank he received *no* sugar for *many* days. Aures often puts *his* feet together and humps *his* back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 9.

WORDS JOINED TO NOUNS TO SHOW "WHAT KIND."

1. The pretty little girl has a fragrant pink rose.
2. That old man has ripe fruit for sale.
3. A tin pail sits under that large tree.

What two words in sentence one show *what kind* of a girl is spoken of?

What two words are joined to the noun *rose* to show *what kind* of a rose the girl has?

In sentence two, select the words that show *what kind*, and tell to what nouns they are joined.

In sentence three, tell what the words *tin* and *large* do.

Write the opposite of each of the following words before some noun:

Example :

	(opposite)	wide narrow ribbons	
sour	rough	empty	tall
rich	quick	sharp	light
hard	dry	thin	clean

From the lists below select eight words that show "what kind," and use them correctly in the following sentences:

fresh	fire	green	fragrant
this	fearless	high	the
brilliant	fleet	that	fine

1. Last evening we had a — sunset.
2. Did Sheridan ride a — horse?
3. Does — butter come to the city every day?
4. Those — fields make — pasture for the cattle.
5. General Grant was a — soldier.
6. Who sent me this bouquet of — flowers?
7. The castle was surrounded by a — wall.

SUMMARY.

Memorize :

Words joined to nouns to show "what kind," are said to describe.

LESSON 10.

WORDS THAT LIMIT NOUNS BY "POINTING OUT."

- | | |
|-----------------------------|-----------------------------|
| 1. These apples are sour. | 4. That wagon is empty. |
| 2. Those clouds are fleecy. | 5. Those sheep are black. |
| 3. This pen is good. | 6. These rabbits are white. |

In sentence one, what word *points out* the apples that are sour?

In sentence two, what word *points out* which clouds are fleecy?

In sentence three, what noun does the word *this* point out?

In sentence four, what noun does the word *that* point out?

In sentence five, what does the word *those* do?

In sentence six, what does the word *these* do?

Fill the blanks in these sentences with words that "point out."

1. — knife is mine, but — one is yours.
2. Cecelia picked — cherries from — tree.
3. Which do you choose, — book or — picture?
4. Harry, come and look at — pictures.
5. — high mountain is a long way off.
6. I saw — man with — women yesterday.
7. Does — top in my hand belong to — boy?
8. Are — dogs chasing — hare?
9. I like — book better than — one.
10. Mrs. Smith gave me — flowers.

LESSON 11.

WORDS THAT LIMIT NOUNS WITHOUT POINTING OUT.

1. Robert sold six newspapers.
2. Julia found the first shell.
3. Many animals live in South America.
4. Please give me some sugar.
5. Have you any bread?
6. Few girls can sew well.
7. All boys should be truthful.

In sentence one, what noun does the word *six* limit by showing *how many*?

In sentence two, what word limits the noun *shell* by showing *which one* was found?

In sentence three, what noun does the word *many* limit?

In sentence four, what word limits the noun *sugar*?

In sentence five, what does the word *any* do?

In sentence six, what does the word *few* do?

In sentence seven, what does the word *all* do?

Before each of the following nouns write a word that limits without pointing out, and complete the sentence with a verb:

- | | |
|-----------------------|-------------------|
| 1. — girl —————. | 4. — boys —————. |
| 2. — men —————. | 5. — chair —————. |
| 3. The — water —————. | 6. — money —————. |

SUMMARY.

Memorize:

Words that describe or limit nouns are called ADJECTIVES.

Fill the blanks in the following sentences with adjectives selected from the list below:

sour	the	bright	third
this	some	those	either
green	little	tall	many

- | | | | |
|--|----------|-------|----------|
| describe | limit | | |
| 1. — boys will learn — things. | | | |
| describe | limit | | |
| 2. — girls often play with — kitten. | | | |
| describe | limit | limit | |
| 3. — trees grow on — side of — river. | | | |
| limit | describe | limit | describe |
| 4. — apple is no better than — plums. | | | |
| limit | limit | | |
| 5. — children learn to read in their — year. | | | |

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *phrases joined to nouns to describe or limit them* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the phrases similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of *California* by a beautiful river of *clear water*. Hardy has a donkey that he calls

Aures, and upon this donkey he rides everywhere over the hills. Sometimes Aures is cross, and then he does some strange things. One day Hardy was riding him after the cows and they came to a mountain that was very steep. Aures does not like steep mountains, so when he saw it he stopped, stiffened his legs, and stood still. Hardy coaxed him in every way, but the stubborn fellow only switched his tail as if he were saying "You must climb that hill alone." Hardy left him and when he returned Aures was waiting for him. Hardy gives Aures a lump of *sugar* when he has been good, but after this naughty prank he received no sugar for many days. Aures often puts his feet together and humps his back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river, and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 12.

ADJECTIVE PHRASES.

1.

honest men
valuable horses
red dresses
evening star

2.

men *of honor*
horses of value
dresses of red color
star of the evening

What adjective in column one describes the noun *men*?

What group of words in column two means the same thing, and also describes the noun *men*?

In column one, what noun does the adjective *valuable* describe?

In column two, what noun do the words of *value* describe?

What adjective in column one describes the noun *dresses*, and what group of words in column two does the same thing, and has the same meaning?

In column one, what does the word *evening* do?

In column two, what do the words of *the evening* do?

Before each of the following groups of words write some noun. Then change the group to an adjective.

MODEL:

Days of youth = Youthful days.

_____ of youth

_____ of iron

_____ of wealth

_____ of woolen cloth

_____ of wisdom

_____ of rags

_____ of oak

_____ of spring

Write a noun after each of the following adjectives. Then change the adjective to a group of words with the same meaning.

French _____ tin _____ paper _____ glass _____

morning _____ stone _____ truthful _____ vigorous _____

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *clauses joined to nouns to describe or limit them* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the clauses that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of California by a beautiful river of clear water. Hardy has a donkey *that he calls*

Aures and upon this donkey he rides everywhere over the hills. Sometimes *Aures* is cross and then he does some strange things. One day Hardy was riding him after the cows and they came to a mountain *that was very steep*. *Aures* does not like steep mountains, so when he saw it he stopped, stiffened his legs, and stood still. Hardy coaxed him in every way, but the stubborn fellow only switched his tail as if he were saying "You must climb that hill alone." Hardy left him and when he returned *Aures* was waiting for him. Hardy gives *Aures* a lump of sugar when he has been good, but after this naughty prank he received no sugar for many days. *Aures* often puts his feet together and humps his back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon *Aures*. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted suddenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. *Aures* carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 13.

ADJECTIVE CLAUSES.

1.

cruel boys
fierce animals
rusty nails

2.

boys *who are cruel*
 animals *that are fierce*
 nails *that are rusty*

In column one, what adjective describes the noun *boys*?

In column two, what group of words means the same thing and describes the noun *boys*?

What group in column two means the same thing as the adjective *fierce*? What noun does each describe?

In column one, what is the word *rusty*, and what does it do?

What do the words *that are rusty* do?

1.

smile *of triumph*men *of truth*stars *of the evening*

2.

boys who tell the truth

stars which shine in the evening

smile that is triumphant

Look at each italicized group in column one above, and find a group in column two that means the same thing.

Find the *noun* in each group of column one.

Find the *noun* in each group of column two.

Find the *verb* in each group of column two.

See if you can find any *verbs* in column one.

Write the following adjectives in one column; in the second column write an equivalent group of words without a verb; in the third column an equivalent group of words with a verb:

1.

Adjective

active

honest

important

strong

brave

courageous

wooden

2.

Equivalent group of words
without a verb
of activity

3.

Equivalent group of words
with a verb
who is active.

SUMMARY.

Memorize:

A group of words without a verb used in describing a noun is called an **ADJECTIVE PHRASE**.

A group of words with a verb used in describing a noun is called an **ADJECTIVE CLAUSE**.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the words that show "*how*," "*where*," or "*when*" are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of California by a beautiful river of clear water. Hardy has a donkey that he calls Aures and upon this donkey he rides *everywhere* over the hills. *Sometimes* Aures is cross and *then* he does some strange things. One day Hardy was riding him after the cows and they came to a mountain that was *very* steep. Aures does *not* like steep mountains, so *when* he saw it he stopped, stiffened his legs, and stood *still*. Hardy coaxed him in every way, but the stubborn fellow *only* switched his tail as if he were saying "You must climb that hill alone." Hardy left him and *when* he returned Aures was waiting for him. Hardy gives Aures a lump of sugar *when* he has been good, but after this naughty prank he received no sugar for many days. Aures *often* puts his feet *together* and humps his back *quickly when* he thinks Hardy has ridden *enough*, but Hardy rides so *well* he is *seldom* thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 14.

WORDS JOINED TO VERBS TO SHOW "HOW."

- | | |
|-------------------------|------------------------------|
| 1. Hulda moves quietly. | 3. William speaks correctly. |
| 2. Helen writes well. | 4. Snails move slowly. |

Select the word in sentence one that shows *how* Hulda moves.

Find the word in sentence two that shows *how* Helen writes.

In sentence three, what word is joined to the verb to show *how* William *speaks*?

In sentence four, what does the word *slowly* show?

Use each noun in column one with some verb from column two, and to the verb join some word that shows "how," from column three:

1.	2.	3.
Cornelia	chose	quickly
children	fell	easily
Solomon	close	silently
wheels	should obey	wisely
oysters	sews	firmly
snow	turn	tightly

LESSON 15.

WORDS JOINED TO VERBS TO SHOW "WHERE."

- | | |
|----------------------------|-------------------------------|
| 1. Carlo sleeps here. | 3. The sun shines everywhere. |
| 2. Mr. Hobson works there. | 4. Flash ran away. |

What word shows *where* Carlo *sleeps*?

What word shows *where* Mr. Hobson *works*?

Find the *verb* in sentence three.

What word is joined to it to show *where*?

In sentence four, what does the word *away* do?

Join a word that shows "where," selected from the list below, to each verb in the following sentences:

there	hither	here	everywhere
somewhere	aloft	yonder	anywhere
away	aboard	backwards	down
forwards	ashore	forth	homeward

His pen was —.

Are your friends —?

The girls are hiding —. Girls, come —.

God is —.

I can not find my hat —.

Did the baby fall —?

The bird flew —.

The sailors sprang —.

Come —, my little daughter.

When the ship landed we all went —.

The captain walked — and — across the deck.

The ship sailed soon after the crew went —.

But — comes the glorious King of Day.

The weary plowboy plods —.

—

LESSON 16.

WORDS JOINED TO VERBS TO SHOW "WHEN."

1. The rain is falling now.
2. Our friends came yesterday.
3. Farmers rise early.
4. The hunters returned late.

Find the *verb* in sentence one.

What word is joined to it to show *when*?

In sentence two, to what *verb* is the word *yesterday* joined?

What does the word *yesterday* show?

In sentence three, find the *verb* and the word that shows *when*.

In sentence four, what does the word *late* do?

Write sentences, using, in each, one of the following words joined to some verb to show when:

to-day	soon	frequently
lately	now	never
often	always	seldom

SUMMARY.

Memorize:

Words joined to verbs to show *how*, *where*, or *when*, are called **ADVERBS**.

LESSON 17.

Adverbs are also joined to adjectives or other adverbs, to modify their meaning.

Joined to adjectives.	{	The Aztecs were an <i>exceedingly</i> intelligent race.
		<i>Very</i> fine coffee comes from Arabia.
		The Red King rode through a <i>terribly</i> gloomy forest.
		China is the <i>most</i> populous country in the world.
Joined to adverbs.	{	Hasty opinions are <i>quite</i> frequently wrong.
		Harold came <i>quietly</i> forward.
		The rain fell <i>very</i> gently.
		You should listen <i>more</i> attentively.

Go through the following sentences and select the adverbs that modify adjectives: go through, again, and select those that modify adverbs:

1. They sang very merrily.
2. We were nearly asleep.
3. He is almost there.
4. Were Washington and Napoleon equally great?
5. California produces much more fruit than any other state does.
6. He was somewhat hasty in his reply.
7. The man was quite liberally rewarded.

8. That general had scarcely any tact.
9. Your brother is more easily taught than you are.
10. Lake Tahoe contains unusually fine trout.
11. How rapidly the moments fly.
12. We too often speak thoughtlessly.

LESSON 18.

1. Where is Nelson buried?
2. Why was Alaska bought?
3. When did Garfield die?

What is the verb in sentence one?

What adverb helps ask the question?

Select the adverb in sentence two.

What verb does it help to ask the question?

What does the word *when* do in sentence three?

In the following sentences fill the blanks with adverbs that help ask questions:

- will Germany fight?
- did Columbus think that the world was round?
- did the Pilgrims land?
- was Andre shot?
- was the Declaration of Independence written?
- do the Arabs live?

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the phrases that show "*how*," "*where*," or "*when*" are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the phrases that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives *in the mountains* of California *by a beautiful river* of clear water. Hardy has a donkey that he calls Aures and *upon this donkey* he rides everywhere *over the hills*. Sometimes Aures is cross and then he does some

strange things. *One day* Hardy was riding him *after the cows* and they came *to a mountain* that was very steep. Aures does not like steep mountains, so when he saw it he stopped, stiffened his legs, and stood still. Hardy coaxed him *in every way*, but the stubborn fellow only switched his tail as if he were saying "You must climb that hill alone." Hardy left him and when he returned Aures was waiting *for him*. Hardy gives Aures a lump of sugar when he has been good, but *after this naughty prank* he received no sugar *for many days*. Aures often puts his feet together and humps his back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 19.

ADVERBIAL PHRASES.

1. The kitten sleeps in the basket.
2. Napoleon died at St. Helena.
3. I will go in the morning.

Select the verb in sentence one.

What phrase shows where the kitten sleeps?

Find the verb in sentence two.

Find the phrase in sentence two.

What does the phrase show?

Find the phrase in sentence three.

To what verb is it joined to show *when*?

In the following sentences write the verbs in one column and the phrases that belong to them opposite in another column:

1. Livingston died in Africa.
2. On every height there lies repose.
3. Gunpowder was first used in China.
4. There are beautiful homes on the Hudson river.
5. Bamboo is imported from China.
6. Persevere by patience.
7. Beautiful clouds appear in August.
8. Many ships sail across the Atlantic.

SUMMARY.

Memorize :

Phrases joined to verbs to show *how*, *where*, or *when*, are called
ADVERBIAL PHRASES.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *clauses that show “when”* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the clauses that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of California by a beautiful river of clear water. Hardy has a donkey that he calls Aures and upon this donkey he rides everywhere over the hills. Sometimes Aures is cross and then he does some strange things. One day Hardy was riding him after the cows and they came to a mountain that was very steep. Aures does not like steep mountains, so *when he saw it* he stopped, stiffened his legs, and stood still. Hardy coaxed him in every way, but the stubborn fellow only switched

his tail as if he were saying "You must climb that hill alone." Hardy left him and *when he returned* Aures was waiting for him. Hardy gives Aures a lump of sugar *when he has been good*, but after this naughty prank he received no sugar for many days. Aures often puts his feet together and humps his back quickly *when he thinks Hardy has ridden enough*, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sul-
lently down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 20.

ADVERBIAL CLAUSES.

1. Columbus rejoiced when land appeared.
2. There were many books before printing was invented.
3. Bunyan wrote as he thought.

In sentence one, what clause is joined to the verb *rejoiced* to show *when*?

In sentence two, select the clause that shows *when*. To what verb is it joined?

In sentence three, what clause shows *how*? To what verb is it joined?

In the following sentences select the clauses that show how, when, or where, and tell to what verbs they are joined:

1. The curfew rang when the sun went down.
2. The soldiers rejoiced after the battle was won.
3. Mammon wins where Seraphs would despair.
4. Henry holds the plow as his father taught him.

SUMMARY.

Memorize:

Clauses joined to verbs to show *how*, *when*, or *where*, are called **ADVERBIAL CLAUSES**.

Make sentences, using, in each, one of the following phrases or clauses. Draw one line under each clause, and two under each phrase:

in the box	during the winter
from San Juan	by moonlight
when the rain falls	as the signal was given
with great care	with my mother
while the moon shines	when the bell rang
before dinner	at the concert

LESSON 21.

Make four columns of the clauses and phrases in the following sentences. In column one put the adjective phrases, in column two the adjective clauses, in column three the adverbial phrases, and in column four the adverbial clauses:

1. The Arabs own horses of great value.
2. The tree that produces chocolate grows in Mexico.
3. Dan was riding over the snow.
4. We came from the field when the sun went down.
5. Boys of industrious habits become prosperous men.
6. The men who went hunting are camping where game is plentiful.
7. Many officers of high rank were staying at the coast.
8. Plants that grow in warm climates become very large.
9. We enjoy rowing when the weather is cool.

10. The horse that my father bought came from Kentucky.
11. The feathers of the ostrich are used for trimming hats.
12. When the wind blows the cradle will rock.
13. How long was the war of the Revolution?
14. Peter H. Burnett, who was the first Governor of California, was born in Tennessee.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the *words that join* are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY:

Hardy lives in the mountains of California by a beautiful river of clear water. Hardy has a donkey that he calls Aures *and* upon this donkey he rides all over the hills. Sometimes Aures is cross *and* then he does some strange things. One day Hardy was riding him after the cows *and* they came to a mountain that was very steep. Aures does not like steep mountains, *so* when he saw it he stopped, stiffened his legs, *and* stood still. Hardy coaxed him in every way, *but* the stubborn fellow only switched his tail *as if* he were saying "You must climb that hill alone." Hardy left him *and* when he returned Aures was waiting for him. Hardy gives Aures a lump of sugar when he has been good, *but* after this naughty prank he received none for many days. Aures often puts his feet together *and* humps his back quickly when he thinks Hardy has ridden enough, *but* Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the

water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 22.

WORDS THAT JOIN.

1. Grapes and currants are sweet.
2. Lambs run and jump.
3. The merchant sells boots and shoes.
4. The boy has a top and the girl has a doll.
5. That train went over the bridge and through the tunnel.

In sentence one, what word joins the two nouns?

In sentence two, what does the word *and* join?

In sentence three, what does the word *and* do?

What are joined by the word *and*, in sentence four?

Find what the word *and* joins in sentence five.

In each of the sentences below put one of the following joining words:

but if nor unless or because and

1. I shall go either to Santa Cruz — Monterey.
2. Alice is coming, — Josie is not.
3. Coffee — tea are sold here.
4. Arthur neither sings — plays.
5. Mary will go — it does not rain.
6. Henry will come — it rains.
7. I love you — you are good.

Take each group in column one and, with some word in column two, join it to a group in column three:

1.	2.	3.
Mother punished Lucia	although	you must not lose it.
I can not learn this lesson	but	she was disobedient.
Roland went to town	if	claimed it for the Spanish crown.
I will lend you my umbrella	because	the weather was very cold.
Ella will go to Sacramento	unless	her mother will go with her.
Columbus discovered America	and	I find my book.

SUMMARY.

Memorize:

Words used to join words, sentences, or parts of sentences, are called **CONJUNCTIONS**.

AN EXERCISE IN DISCRIMINATION.

To the Teacher.—In the first part of the following story all the words that join by showing relation are printed in italics. After the pupil has carefully noted these, he is to make an effort to select from the second part all the words that are similar in office.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of California *by* a beautiful river of clear water. Hardy has a donkey that he calls Aures and *upon* this donkey he rides everywhere *over* the hills. Sometimes Aures is cross and then he does some strange things. One day Hardy was riding him *after* the cows and they came *to* a mountain that was very steep. Aures does not like steep mountains, so when he saw it he stopped, stiffened his legs, and stood still. Hardy coaxed him *in* every way, but the stubborn fellow only switched his tail as if he were saying "You must climb that hill alone." Hardy left him and when he returned Aures was waiting *for* him. Hardy gives Aures a lump of sugar when he has been good, but *after* this naughty prank he received no sugar *for* many days. Aures often puts his feet together and humps

his back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

LESSON 23.

WORDS THAT JOIN BY SHOWING RELATION.

1. The book on the desk is torn.
2. The book in the desk is torn.
3. The book under the desk is torn.
4. The book by the desk is torn.

In sentence one, what word joins the noun desk to the noun book by showing the position of the book in regard to the desk?

What word in sentence two joins the noun desk to the noun book by showing a relation of position?

What two words are joined in sentence three by the word *under*?

How does this word join them?

In sentence four, find the word that joins.

What does this word join?

How does it join them?

In the following sentences select the words that join by showing relation:

1. Amos went with his mother.
2. The Peruvians used dishes of gold.
3. Alaska belongs to the United States.
4. Coffee comes from Brazil.
5. The ship sailed across the Pacific.
6. Putnam fought for his country.
7. A picture is a poem without words.

SUMMARY.

Memorize :

Words that join other words by showing a relation between them are called **PREPOSITIONS**.

LESSON 24.

Write sentences, using one of the following prepositions correctly in each :

at	of	for	to	over
by	from	through	up	beyond
off	in	on	with	into

Supply correct prepositions in the following sentences:

1. Wit is the salt — conversation.
2. — yonder pyramids forty centuries look down — you.
3. Good deeds ring clear — heaven — a bell.
4. You must look — people as well as — them.
5. God never made his work — man to mend.
6. Try to be — some use — others.
7. Be slow — tongue and quick — eye.
8. Nature and wisdom never are — strife.
9. Learning — thought is labor lost.
10. God hides some ideal — every human soul.
11. Envy looks — a microscope.
12. A good laugh is sunshine — a house.

LESSON 25.

EMOTION WORDS.

1. Hurrah! march on to victory!
2. Pshaw! I have studied the wrong lesson!
3. Alas! has our last hope fled!

What words in the foregoing sentences express very strong feeling?

Which word expresses a feeling of joy?

Which expresses disgust?

What kind of feeling does the word *alas* express?

[NOTICE the marks after each word expressing strong emotion, and also the mark at the end of each sentence.]

SUMMARY.

Memorize:

Words used to express strong emotion are called **INTERJECTIONS**.

An interjection is usually followed by an exclamation point.

A whole sentence, expressing strong emotion, often ends with an exclamation point.

Use each of the following interjections in a sentence expressing the emotion indicated:

oh (*sorrow*)

halloo (*attention*)

indeed (*wonder*)

hush (*silence*)

bravo (*approval*)

ha, ha (*merriment*)

heigh-ho (*weariness*)

fie (*contempt*)

LESSON 26.

HARDY AND HIS DONKEY.

Hardy lives in the mountains of California near a beautiful river of clear water. Hardy has a donkey that he calls Aures and upon this donkey he rides everywhere over the hills. Sometimes Aures is cross and then he does some strange things. One day Hardy was riding after the cows

and they came to a mountain that was very steep. Aures does not like steep mountains, so when he saw it he stopped, stiffened his legs, and stood still. Hardy coaxed him in every way, but the stubborn fellow only switched his tail as if he were saying "You must climb that hill alone." Hardy left him and when he returned Aures was waiting for him. Hardy gives Aures a lump of sugar when he has been good, but after this naughty prank he received no sugar for many days. Aures often puts his feet together and humps his back quickly when he thinks Hardy has ridden enough, but Hardy rides so well he is seldom thrown.

Another time Hardy and his two sisters, Agnes and Kate, all climbed upon Aures. You may be sure that the crusty little donkey felt angry at so heavy a load. He trotted sullenly down the road to the river and when he reached the water he waded in a little way, put his head down quickly and let the children all slide into the stream. Agnes, who was up first, said that she could see a smile of triumph on his face as he started for home. The children, who are used to the water, laughed heartily and thought it a fine joke. Aures carries loads of wood from the hills, and bags of clover to the cows. He and Hardy are great friends and are seldom apart. The little boys who live near Hardy think him a lucky boy and are always happy when Hardy lets them ride.

Classify all of the parts of speech in the foregoing story, according to the following model:

Nouns.	Pro-nouns.	Verbs.	Adjec-tives.	Adverbs.	Conjunc-tions.	Preposi-tions.

LESSON 27.

REVIEW OF PARTS OF SPEECH.

Memorize :

Words that name are called *Nouns*.

Words that stand for nouns are called *Pronouns*.

Words that state, ask, or command (assert), are called *Verbs*.

Words that describe or limit nouns are called *Adjectives*.

Words joined to verbs to show how, where, or when, are called *Adverbs*.

Adverbs are joined also to adjectives and adverbs to modify their meaning.

Words used to join words, sentences, or parts of sentences, are called *Conjunctions*.

Words that join other words by showing a relation between them are called *Prepositions*.

Words used to express very strong emotion are called *Interjections*.

LESSON 28.

Classify the parts of speech in the sentences below, according to the following

MODEL :

You may win by perseverance, and by very patient industry.

You stands for a noun, and is therefore a *pronoun*. *May win* asserts something of *you*, and is therefore a *verb*. *By* connects the noun *perseverance* to the verb *may win*, by showing relation, and is therefore a *preposition*. *Perseverance* is a name, and is therefore a *noun*. *And* connects the phrase *by perseverance* to the phrase *by very patient industry*, and is therefore a *conjunction*. *By* connects the noun *industry* to the verb *may win*, by showing relation, and is therefore a *preposition*. *Very* modifies the adjective *patient*, and is therefore an *adverb*. *Patient* describes the noun *industry*, and is therefore an *adjective*. *Industry* is a name, and is therefore a *noun*.

1. William of Normandy conquered Britain.

2. Many people of Dakota lost their lives during a terrific blizzard.
3. Silk is produced abundantly in China.
4. Cæsar invaded Britain and returned safely to Rome.
5. Solon was the wisest man of ancient times.
6. A soft answer turneth away wrath, but grievous words stir up anger.
7. Hail! Hail! Our chief approaches!
8. "These are my jewels," said Cornelia, as she pointed to her children.
9. We should aim high, and always keep that aim in view.
10. We should do noble deeds, not dream them.

LESSON 29.

WORDS AS DIFFERENT PARTS OF SPEECH.

The same word may be used as different parts of speech.

1. Shakespeare wrote many *plays*.
2. The boy *plays* ball.
3. Titus *captured* Jerusalem.
4. The *captured* Persians were made slaves.

In sentence one the word *plays* is a name, and is therefore a *noun*. In sentence two it *asserts*, and is therefore a *verb*. In sentence three the word *captured* asserts, and is therefore a *verb*, but in sentence four it describes the noun *Persians*, and is therefore an *adjective*.

In the following sentences classify the italicized words:

1. The English *besieged* Orleans.
2. Their torches *light* the streets for many blocks.
3. Let there be *light*.
4. Did the *besieged* city surrender?
5. The baskets were *empty*, but they became *full*.
6. He knew *full* well the result of his folly.
7. The Norwegians live mostly on *fish*.

8. Please *empty* these pails.
9. Were you ever in a *fish market*?
10. Always *work* with a will.
11. The Indians do *little* but *hunt* and *fish*.
12. Who is to do the *work*?
13. The men went on a long *hunt*.
14. I met a *little cottage* girl.

LESSON 30.

Place the parts of speech in the following sentences in columns, according to the diagram in Lesson 26:

1. Pins are made of brass wire, which is beaten, hardened, and cleaned.
2. Brass is made of copper and zinc.
3. The best china is made at Worcester, in England.
4. The patterns upon china teacups are often painted by hand.
5. Well done, thou good and faithful servant.
6. The doctor pronounced him a well man.
7. The springs well forth from the mountain side.
8. Rebekah drew water from the well.
9. The best cork is obtained from the oldest trees.
10. The sugar cane is a species of grass.
11. Cork trees are abundant in Southern Europe.
12. A lead pencil is composed of two parts—black lead and wood.
13. Black lead is dug from the ground, and is used as a polish to polish stoves.
14. Cork the bottle securely.
15. The Tower of Babel is now a huge mound of brick.
16. Queen Zenobia starved herself to death.
17. The half starved soldiers were easily conquered.
18. Chairs are often made with cane seats.
19. An immense brick wall surrounded the city.
20. McCarty compiled the National Song Book.

21. Francis Scott Key wrote our national song.
22. The macadamized road is so called from John Mac Adam.
23. The death warrant of Christ was inscribed upon a copper plate.
24. A man is overboard. Quick! man the lifeboat.

LESSON 31.

KINDS OF SENTENCES.

Write a statement.

Write a question.

Write a command.

Memorize :

A sentence that states or declares is a *Declarative* sentence.

A sentence that asks a question is an *Interrogative* sentence.

A sentence that commands is an *Imperative* sentence.

When any one of these sentences is used to express very strong feeling, it is called an *Exclamatory* sentence; as,

The enemy is upon us!

What! Shall I betray my friend!

Stand by your guns!

Punctuate the following sentences correctly, and write after each, in parenthesis, the kind of sentence:

Example :

The Tartars invaded China. (Declarative sentence)

1. The ancient Greeks led the world in civilization
2. Strike till the last armed foe expires
3. O solitude where is the charm that sages have seen
in thy face
4. Longfellow wrote Evangeline
5. Who is the greatest American poet

6. Be noble and do right
7. A man's best friends are his ten fingers
8. The steppes of Siberia are covered with beautiful flowers
9. Why was his life a failure
10. Press on and reach the goal

LESSON 32.

THE PREDICATE.

1. Dewdrops glisten.
2. Heat expands.
3. Stars are shining.

In sentence one, what word says something about the noun dewdrops?

In sentence two, which word asserts something?

Of what noun does this word assert something?

In sentence three, find the asserting words and tell of what they assert something.

Assert something of each noun in column one.

Supply a noun before each asserting word in column two.

1.	2.
Gas ———.	—— penetrates.
Truth ———.	—— falls.
Sunshine ———.	—— play.
Rivers ———.	—— conquers.
Children ———.	—— fades.

SUMMARY.

Memorize:

That which asserts something in the sentence is the PREDICATE.

Select the predicate in each of the following sentences:

1. The old well is empty.
2. A huge lion was killed.
3. Saul slew the Philistines.

4. The Nile overflows.
5. Spices grow.
6. The Siberian exiles suffer.
7. Cannon may be heard.
8. Joseph interpreted dreams.
9. Rogers makes statuary.

LESSON 33.

THE SUBJECT.

- | | |
|-----------------|-------------------|
| 1. Wolsey fell. | 3. Cattle graze. |
| 2. We must die. | 4. Leaves wither. |

In sentence one, of what person does the predicate, *fell*, assert something?

Of what is something asserted in sentence two?

In sentence three, of what does the predicate assert something?

In sentence four, select the thing of which something is asserted.

In sentence one, what part of speech is the word of which something is asserted?

In sentence two, what part of speech is the word of which something is asserted?

SUMMARY.

The name of the person or thing of which something is asserted is the **SUBJECT**.

Naming and pointing out the use of the different parts of a sentence is **ANALYSIS**.

In the following sentences draw one line under each predicate, and two under each subject:

MODEL:

Water evaporates.

- | | |
|---------------------------|----------------------------|
| 1. Britain was conquered. | 4. Orators declaim. |
| 2. Rain falls. | 5. Magpies are chattering. |
| 3. Time flies. | 6. Silence reigns. |

LESSON 34.

Analyze the following sentences according to the model given below:

MODEL:

Was Hannibal defeated?

This sentence asks something, and is therefore interrogative.

Was defeated asks something about Hannibal, and is therefore the predicate.

Hannibal is the name of the person about whom something is asked, and is therefore the subject.

- | | |
|----------------------|--------------------------------|
| 1. Is summer coming? | 4. Does rain fall? |
| 2. Do wrens sing? | 5. Did Alexander die? |
| 3. Can horses swim? | 6. Were Christians persecuted? |
-

LESSON 35.

1. Harold, are you writing?

2. May I go?

Who is asked the question in sentence one?

What word in sentence one stands for the person's name?

What word in sentence one calls attention and shows who is asked the question?

What word in sentence two stands for the name of the person speaking?

Sometimes, in asking questions, the name of the person addressed is not used, thus:

Is this my book?

Analyze the following sentences according to the model given below:

MODEL:

Harold, are you writing?

This sentence asks something, and is therefore interrogative.

Are writing asks the question of the person spoken to, and is therefore the predicate.

You stands for the name of the person of whom the question is asked, and is therefore the subject.

Harold, calls attention and shows which person is asked the question, and is therefore independent.

- | | |
|-------------------------|--------------------------|
| 1. Susan, can you come? | 4. Alice, are you ready? |
| 2. Did you speak? | 5. Do you see? |
| 3. May I come, James? | 6. Had you gone, Joe? |

LESSON 36.

The subject of an imperative sentence is always *thou* or *you*, and is generally not expressed.

The name of the person addressed, although it at first seems to be the subject, is used simply to point out the person meant, or to call his attention.

Analyze the following sentences according to the model given below:

MODEL:

Study, Regina.

This sentence commands, and is therefore imperative.

Study, asserts something, and is therefore the predicate.

You, unexpressed, stands for the name of the person addressed, and is therefore the subject.

Regina, simply calls the attention of the person addressed, and is therefore independent.

- | | |
|------------------|------------------|
| 1. Come, Rover. | 3. Look, mother. |
| 2. Hubert, run. | 4. Drink, Pussy. |
| 5. Alice, write. | |

LESSON 37.

Analyze the following sentences according to the models already given:

- | | |
|--------------------------|-------------------------|
| 1. Flowers are blooming. | 3. Leaves fall. |
| 2. May I go? | 4. Can Americans fight? |

5. Soldiers, flee.
6. Indians hunt.
7. Treason should be punished.
8. Come, Harold.

A short way of showing analysis is by means of lines and dots. This is called diagramming.

Eclipses are foretold.

Do crickets chirp?

Sing, robin.

Eclipses | are foretold.

Crickets | do chirp.

× | robin
sing.

The (×) is used to show that the subject is not expressed.

Diagram the eight sentences which you have analyzed in this lesson.

LESSON 38.

COMPOUND PREDICATE AND SUBJECT.

1. Colts run and jump.
2. Lions and elephants roar.
3. Books and pictures please and instruct.

How many predicates in sentence one? How many subjects?

How many subjects in sentence two? How many predicates?

How many subjects and how many predicates in sentence three?

In the following sentences, tell the number of predicates and subjects in each:

1. Wheat, barley, and oats grow and ripen.
2. Merchants buy and sell.
3. Snow and ice melt.
4. Shells, moss, and pebbles were collected.
5. Children work, play, eat, and rest.

A sentence with two or more predicates joined by a conjunction has a *Compound Predicate*.

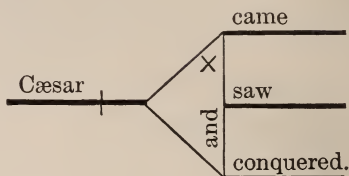
A sentence with two or more subjects joined by a conjunction has a *Compound Subject*.

LESSON 39.

Compound subjects and predicates are diagrammed as follows:

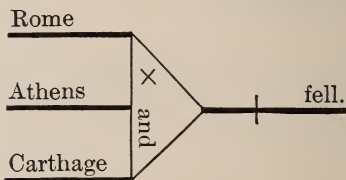
Compound Predicate:

Cæsar came, saw, and conquered.



Compound Subject;

Rome, Athens, and Carthage fell.



And, in these sentences, joins the parts of the compound subjects and predicates, and is therefore a connective.

The cross (X) is used to indicate that *and* is understood.

First analyze orally, according to model in Lesson 34, then diagram the following sentences:

1. Farmers, miners, and manufacturers work.
2. Flowers bloom and die.
3. Spring, summer, autumn, and winter come.
4. Alexander fought and died.
5. Tempests and torrents rage.
6. Seasons come and go.
7. Antony and Cleopatra came.
8. Do rain and hail fall?
9. Run and jump, children.
10. May Charlie and Fred go?
11. Does water ripple and murmur?

LESSON 40.

MODIFIED PREDICATE.

- | | |
|-------------------------|---------------------------|
| 1. Clouds float. | 3. Ants labor. |
| 2. Clouds float slowly. | 4. Ants labor diligently. |

In sentence one, select the predicate.

In sentence two, what word has been joined to the predicate to show how the clouds float?

In sentence three, what is the predicate?

In sentence four, what word is joined to the predicate to modify its meaning by showing how ants labor?

*In the following sentences, select the **words** that are joined to the predicates to modify their meaning:*

1. Glaciers move slowly.
2. Truth always conquers.
3. Youth passes rapidly.
4. Constance came forward.
5. Light travels rapidly.
6. Nero reigned cruelly.
7. Cato was brutally murdered.

*In the following sentences, select the **phrases** that are joined to the predicates to modify their meaning:*

1. Oranges grow near Los Angeles.
2. Gold is found in California.
3. Toys come from Germany.
4. They returned in great haste.
5. Bruce learned from the spider.
6. Joy comes with the dawning.
7. Paul Revere rode through the night.

*In the following select the **clauses** that are joined to predicates to modify their meaning:*

1. The Persians fled when they saw the enemy.
2. Poverty is found where idleness reigns.
3. When judges disagree, who shall decide?
4. Daylight faded as the last gun was fired.
5. Remember me when thou comest into thy kingdom.
6. The tree grows as the twig is bent.

SUMMARY.

Memorize:

Words, phrases, or clauses joined to predicates to limit their meaning, are called **MODIFIERS** of the predicate.

LESSON 41.

Enlarge the following sentences by modifying each predicate, first by a word, then by a phrase, and then by a clause:

MODEL:

Leaves fall.

Leaves fall *quietly*. Leaves fall *in autumn*. Leaves fall *when autumn comes*.

- | | |
|---------------------------|-----------------------|
| 1. The Spanish fought. | 6. Darkness came. |
| 2. A picture was painted. | 7. The wind whistled. |
| 3. Emerson wrote. | 8. Men toil. |
| 4. Hurricanes rage. | 9. School opens. |
| 5. Comets appear. | 10. Fruit ripens. |

LESSON 42.

Modifiers of predicates are diagrammed in the following ways:

1. Leaves fall quietly.

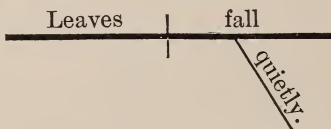


Diagram the following sentences:

- | | |
|------------------------------|-------------------------------|
| 1. She chatters incessantly. | 3. Tigers creep stealthily. |
| 2. God is everywhere. | 4. Bicycles move noiselessly. |
| 5. Winds blow fiercely. | |

2. Leaves fall in autumn.

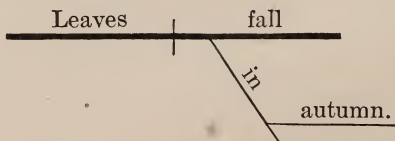


Diagram the following sentences:

- | |
|-----------------------------------|
| 1. Cheese is made in Switzerland. |
| 2. Pompey went to Carthage. |

3. Wheat is shipped from Chicago.
4. William went from Normandy to England.
5. Paris is in France.
6. Ships sail across oceans.
7. Pomegranates grow on shrubs.
3. Leaves fall when autumn comes.

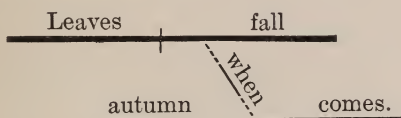


Diagram the following sentences:

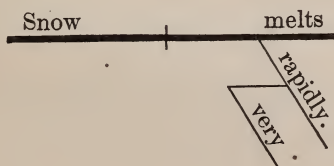
1. Misery abides where indolence reigns.
2. When winds blew trees fell.
3. Guns were fired when peace was proclaimed.
4. While men fight nations must mourn.
5. Come where flowers are blooming.
6. He returned as daylight disappeared.
7. Trout are found where streams ripple.

LESSON 43.

Modifiers may themselves be modified.

Diagram the following sentences according to the model given below:

Snow melts very rapidly.



1. He wrote exceedingly well.
2. Alfred reigned most successfully.
3. They laughed very heartily.
4. Brooks babble merrily along.

Analyze the following sentences according to the model given below:

Fruit is successfully preserved in cans.

This is a declarative sentence, of which *is preserved* is the predicate, and *fruit* is the subject.

The predicate is modified by the adverb *successfully* and the adverbial phrase *in cans*.

1. Birds fly swiftly.
2. Patrick Henry spoke with enthusiasm.
3. Gertrude shrank timidly back.
4. Socrates taught in Athens.
5. Robin Hood passed boldly by the soldiers.
6. Tea grows abundantly in China.
7. Stanley traveled through Africa.
8. He passed mournfully along.
9. Is Arthur in Rome?
10. Go quickly to town.
11. Man works that he may live.

Diagram the foregoing sentences.

LESSON 44.

QUALIFIED SUBJECT.

1. Forests were burned.
2. Immense forests were burned.
3. Those immense forests were burned.
4. Those immense forests of pine were burned.
5. Those immense forests that were burned were in Michigan.

Select the subject in sentence one.

In sentence two, what word describes the subject?

In sentence three, which word describes the subject, and which one limits it?

In sentence four, select the words and the phrase that are joined to the subject, and tell what they do.

In sentence five, what word is joined to the subject to limit its meaning, and what to describe it?

SUMMARY.

Memorize :

Words, phrases, or clauses joined to subjects to limit or describe their meaning are said to **QUALIFY** the subject.

Select the qualifiers and modifiers in the following sentences, and tell to what they belong:

1. Fine raisins are made near Fresno.
2. Extensive forests of pine are found in California.
3. Those pretty wild flowers grew here.
4. Many beautiful shells are found at Monterey.
5. The nightingale sings very sweetly.
6. The brave old warrior came modestly forward.
7. Days of youth glide swiftly by.
8. The water sparkles when the sun shines.
9. The forests that border the Amazon are called selvas.
10. Beautiful birds inhabit the selvas of South America.
11. The best india rubber comes from Brazil.
12. The natives of South America live in huts.

Analyze the foregoing sentences according to the following

MODEL :

The natives of South America live in huts.

This is a declarative sentence, of which *live* is the predicate and *natives* the subject.

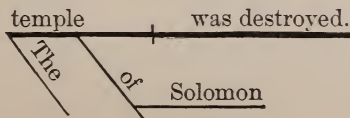
The predicate is modified by the adverbial phrase *in huts*.

The subject is qualified by the adjective *the* and the phrase *of South America*.

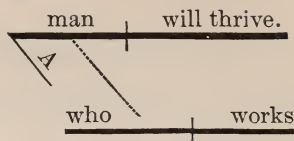
LESSON 43.

Qualifiers of the subject are diagramed in the following ways:

The temple of Solomon was destroyed.



A man who works will thrive.



First analyze, then diagram the following sentences, according to the models given:

1. The little streams tumbled into the lake.
2. The Persian caravan was overtaken by sand storms.
3. The women of Russia were becomingly dressed.
4. A mountain system consists of several mountain chains.
5. Dainty little bunches of flowers were given to me.
6. The brave general plunged forward.
7. The army of rats plunged into darkness.
8. The boy who fell died soon afterward.
9. The remark that he made was heard by us.
10. Sugar cane first came from India.
11. The house on the hill was burned.
12. The house that was burned stood there.

Write ten sentences, each containing a modified predicate and a qualified subject.

LESSON 46.

Modifiers and qualifiers may themselves be modified and qualified.

Example :

Very beautiful flowers of the Siberian steppes were described by a traveler of distinction.

Here the predicate *were described* is modified by the phrase *by a traveler of distinction*. The noun *traveler* in this phrase is qualified by the adjective *a* and the phrase *of distinction*. The subject *flowers* is qualified by the adjective *beautiful*, and by the phrase *of the Siberian steppes*. The adjective *beautiful* is modified by the adverb

very, and the noun *steppes* in the phrase is qualified by the adjectives *the* and *Siberian*.

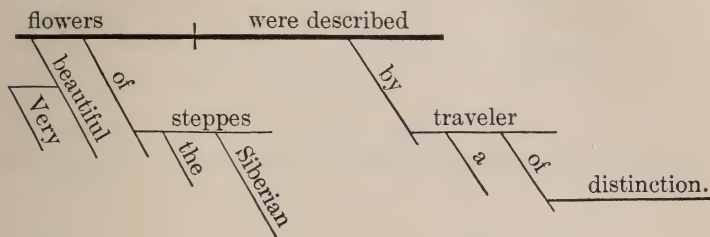


Diagram the following sentences:

1. A most brilliant sunset lay before us.
2. All names of the Deity should begin with a capital letter.
3. The subject of a sentence is generally placed before the predicate.
4. Treasures of great value were wrested from the conquered Persians.
5. The violet blooms very early.
6. The ancient city of Rome was built on seven hills.
7. A wail of intense sorrow arose from the whole nation.
8. Nineveh lies buried in the sand.
9. The summits of the Alps are covered with perpetual snow.

LESSON 47.

THE OBJECT COMPLEMENT.

1. The United States prospered
2. The United States purchased

In the sentences above, which predicate is complete, and which is not?

3. The United States purchased Florida.
4. The United States purchased Louisiana.
5. The United States purchased Alaska.

In sentence three, what word completes the predicate by naming what was purchased?

In sentence four, by what is the predicate completed?

How does this word complete the predicate?

In sentence five, what does the word Alaska do?

In the following sentences, select the words that complete the predicates by naming the things upon which the actions are performed:

1. Cain killed Abel.
2. Morse invented telegraphy.
3. Cæsar conquered Britain.
4. Trees bear fruit.
5. The soldiers faced the enemy.
6. Esau sold his birthright.

SUMMARY.

Memorize:

That which fills out, or completes the predicate, is called a **COMPLEMENT**.

That which completes the predicate by naming the thing acted upon, is called the **OBJECT COMPLEMENT**.

LESSON 48.

Make ten sentences, using, in each, one of the following words as an object complement:

lessons	books
game	brother
history	horse
steamboat	cattle
tiger	farm

Analyze the following sentences, according to the model given below:

A careless tongue always does much mischief.

This is a declarative sentence. The predicate is *does*, the subject is *tongue*, and the object complement is *mischief*. The predi-

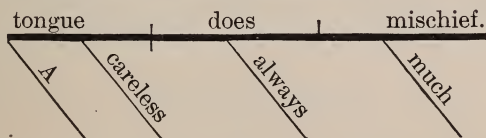
cate is modified by the adverb *always*, the subject is modified by the adjectives *a* and *careless*, and the object complement is modified by the adjective *much*.

1. The savage Indians murdered the settlers.
2. Titus captured Jerusalem.
3. Did Brutus kill Cæsar?
4. Charles Dickens wrote many books.
5. Kill that monster!
6. Who found the lesson?
7. The United States imports tea from China.
8. I found some beautiful flowers.
9. Italian artists have painted many fine pictures.
10. Always tell the truth.
11. Whom did Judas betray?
12. Woodman, spare that tree.

Diagram the twelve foregoing sentences.

MODEL:

A careless tongue always does much mischief.



LESSON 49.

THE ATTRIBUTE COMPLEMENT.

1. Napoleon was a general.
2. Napoleon was emperor.
3. Napoleon was ambitious.
4. Napoleon was a captive.
5. Napoleon was an exile.

What word in sentence one completes the predicate, and means the same person as the subject?

A word in the predicate that means the same person or thing as the subject is said to IDENTIFY it.

What word in sentence two completes the predicate, and identifies the subject?

In sentence three, what word completes the predicate and describes the subject?

By what word is the predicate in sentence four completed?

Does this word identify or describe the subject?

In sentence five, select the predicate and subject, and tell how the predicate is completed.

Select the complements in the following sentences, and tell whether they identify the subject, or whether they describe it.

- | | |
|-----------------------|---------------------------------|
| 1. Cornelia was wise. | 5. That picture is a present. |
| 2. The fawn is timid. | 6. Galileo was a philosopher. |
| 3. Harold was king. | 7. That valley is very fertile. |
| 4. He must be sick. | 8. He is my father. |

SUMMARY.

Memorize :

That which completes the predicate and identifies or describes the subject, is called the ATTRIBUTE COMPLEMENT.

LESSON 50.

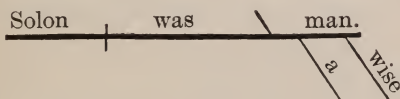
Complete the predicates in the following sentences by placing an attribute complement after each:

1. President Garfield was —.
2. The faithful old dog became —.
3. San Francisco is —.
4. The hunters were —.
5. That little boy is —.
6. The mountains of California are —.
7. That boy will surely be —.
8. Water is —.
9. Those men were —.

After supplying the complements, analyze the foregoing sentences; then diagram them according to the following

MODEL:

Solon was a wise man.



Write ten sentences, each containing an attribute complement.

In the following sentences tell which are object complements and which attribute complements, and enlarge the sentence by putting in a modifier of each:

1. The cattle were thirsty.
2. Alfred became king.
3. The American Indian is a savage.
4. Our forefathers were brave.
5. Captain Nelson was leader.
6. The hunters killed deer.
7. The Zulus killed soldiers.
8. Those vast fields are fertile.
9. Michael Angelo painted pictures.
10. Robin Hood was a robber.

LESSON 51.

POSITION OF MODIFIERS.

All modifiers and qualifiers should be placed where there can be no doubt as to the words to which they belong.

Change the modifiers in the following exercises so that there will be no doubt as to the meaning:

1. Arthur only studied his reading lesson.
2. The Indians of North America chiefly live by hunting.

3. Norwegians entirely live upon fish.
4. The Assembly wholly condemned the measures.
5. Silk chiefly is imported from China.
6. We always should do our duty.
7. The soldiers hardly had enough food.
8. Hannah merely learned the rudiments of grammar.

1. The bridge was crossed by a man, a mile long.
2. The thief stole my mother's ring, that ran away.
3. That white rabbit belongs to the lady, with pink eyes.
4. Ned sent me some dragon flies, for which I returned thanks, three inches long.
5. The man rowed the boat, with one eye.
6. He fired a pistol at his head, which he concealed in his pocket.
7. The fruit was put up in the cans, which we ate.

LESSON 52.

POSITION OF MODIFIERS.

*In each of the following sentences insert the word **only** so that, in each, two meanings will be given:*

1. William may visit his cousin.
2. Spiders have eight legs.
3. Swamp land is productive when drained.
4. Birch trees are good for wood.
5. The Chinese use beetles for food.
6. The teeth are adapted to crushing.
7. The men smoked cigars.
8. The white bear remains in a snow cave during the winter.

In the following exercise use each of the phrases or clauses in column two with the sentence opposite in column one so that two meanings will be given. Write your sentences:

1	2
1. I see that Henry has improved in his studies.	1. By examination.
2. The dog rushed upon the boar.	2. Now boiling with fury.
3. We discovered the man who rescued the prisoner.	3. After a long effort.
4. The teacher interests the class.	4. That studies the lesson.
5. The cat can outrun a dog.	5. When it does its best.
6. Mary is visiting her school-mate, Ellen.	6. Who lives on Mission Street.

*Tell which are phrases and which are clauses in column two.
Tell which are adjective and which are adverbial.*

LESSON 53.

REVIEW OF SENTENCES.

A *Declarative* sentence is one that states, or declares.

An *Interrogative* sentence is one that asks a question.

An *Imperative* sentence is one that commands.

When any one of these sentences is used to express very strong feeling it is called an *Exclamatory* sentence.

The *Predicate* of a sentence is that part of it which asserts something.

The *Subject* of a sentence is that in it of which something is asserted.

A *Compound Predicate* consists of two or more predicates joined by a conjunction.

A *Compound Subject* consists of two or more subjects joined by a conjunction.

A *Modified Predicate* is a predicate with words, phrases, or clauses joined to it to limit its meaning.

A *Qualified Subject* is a subject with words, phrases, or clauses joined to it to limit or describe its meaning.

A *Complement* is that which fills out, or completes, the predicate.

An *Object Complement* is that which completes the predicate by naming the thing acted upon.

An *Attribute Complement* is that which completes the predicate by identifying the subject or by describing it.

LESSON 34.

CONSTRUCTING SENTENCES.

*Construct and write sentences by adding to each of the given subjects a **predicate** that shall express sound:*

- | | |
|-------------------------------|----------------|
| 1. Squirrels <i>chatter</i> . | 5. Horses ———. |
| 2. Brooks ———. | 6. Wolves ———. |
| 3. Birds ———. | 7. Hens ———. |
| 4. Men ———. | 8. Cattle ———. |

*Construct and write sentences by prefixing to each of the following predicates a **subject** of which the predicate asserts a sound:*

- | | |
|--------------------------|----------------|
| 1. <i>Roosters</i> crow. | 5. ——— whine. |
| 2. ——— squeak. | 6. ——— mew. |
| 3. ——— sigh. | 7. ——— bellow. |
| 4. ——— roar. | 8. ——— buzz. |

Select subjects in column one and combine with appropriate predicates in column two:

1	2	1	2
Archers	march.	Cowards	dazzle.
Armies	float.	Stars	tremble.
Navies	roar.	Sunbeams	shine.
Cannon	shoot.	Planets	twinkle.

LESSON 35.

COMPOUND PREDICATES AND SUBJECTS.

*Make a **compound predicate** of each group of words in*

column two and combine it with an appropriate predicate from column one. Write your sentences:

1	2	1	2
The ocean waves	{ invite. please.	The merry girls	{ bloom. fade.
The gay fields	{ rise. fall.	The beautiful roses	{ dance. sing.

Make a **compound subject** of each of the groups of words in column one and combine it with the proper predicate from column two. Write your sentences:

1	2	1	2
Pain anguish } Apples } peaches } plums }	are called vegetables. wring the brow.	Owls bats } Beets carrots } cabbages }	are called fruits. fly at night.

LESSON 56.

MODIFIED PREDICATE.

Construct and write sentences, using each of the following predicates, supplying a subject, and adding a **word** to modify the predicate:

- | | |
|-------------------------------------|----------------|
| 1. The winds blew <i>fiercely</i> . | 5. — came —. |
| 2. — was burned —. | 6. — sang —. |
| 3. — drank —. | 7. — passed —. |
| 4. — crept —. | 8. — ran —. |

Add a **phrase** to modify the predicate in each of the following sentences except the first, and copy:

- | | |
|--|--------------------------------|
| 1. Lightnings flash <i>above our heads</i> . | 5. The tall trees bend —. |
| 2. The balloon floats —. | 6. Wild weeds are gathering —. |
| 3. Most large rivers flow —. | 7. Kings dwell —. |
| 4. No man strives —. | 8. Bird songs are heard —. |

Add a **clause** to modify the predicate in each of the following sentences except the first, and copy:

1. The class rises *when the signal is given*.
2. The cradle will rock —.
3. Services begin —.
4. Mary studies —.
5. Our names may be forgotten —.
6. Our deeds will live —.

Combine each modifier in column two appropriately with some predicate in column one. Write the sentences:

1	2
We should speak	in the night.
The dainty ivy creeps	in the horizon.
Evening stars appear	as we think.
Blessings brighten	over moldering walls.
Two inches of rain fell	as they take their flight.

Tell which are phrases and which are clauses in the second column.

LESSON 57.

QUALIFIED SUBJECT.

Construct and write sentences, using each of the following subjects, and supplying a predicate, either modified or unmodified, and a **word** to qualify the subject:

- | | |
|-------------------------------|-----------------|
| 1. Gay banners are streaming. | 5. — castles —. |
| 2. — flowers —. | 6. — flocks —. |
| 3. — mountains —. | 7. — jewels —. |
| 4. — pines —. | 8. — music —. |

Supply a **phrase** to qualify the subject in each of the following sentences except the first, and copy:

1. A picture of Washington hangs in our school room.
2. A fire — blazed in the grate.
3. Long teams — slowly climb the mountains.

4. A desk — is heavier than one of cedar.
5. A bird — is worth two uncaught.
6. The sugar — came from the Sandwich Islands.
7. The coffee — has not been ground.

Supply a clause to qualify the subject in each of the following sentences except the first, and copy:

1. The sheep *that were sheared* have been sold.
2. Eggs — are worth forty cents a dozen.
3. Clothes — should be mended.
4. The gentleman — is much esteemed.
5. Apples — are the best.
6. Men — are respected.
7. The student — will never regret it.

Combine each qualifier in column two appropriately with some subject in column one, and write the sentence:

1	2
Crops are raised in California	that we had for breakfast
The coffee came from Arabia	north; of California
Herring are caught off the coast of	immense; of wheat
Newfoundland	in great numbers
The winds are hot	warm; from the Gulf
Winds blow over the Mississippi valley	short and rapid; that
The rivers furnish a vast water power	drain the Atlantic coast

Tell which of the qualifiers in column two are words, which phrases, and which clauses.

LESSON 58.

COMPLEMENTS.

Using the following predicates, construct and write sentences, supplying a subject, qualified or unqualified, and adding an object complement:

1. Mary burned her hand.
2. — built —.
3. — caught —.
4. — has chosen —.

5. — bound —. 7. — should drink —.
 6. — has bought —. 8. — has eaten —.

Copy the following sentences and supply in each blank an attribute complement identifying the subject:

1. Grapes become *raisins* by drying.
2. The cinnamon tree is a — of Ceylon.
3. Washington is the — of the United States.
4. Alcohol is a —.
5. Drunkenness is a —.
6. The sun is the — of the earth.
7. The sun is the — of the solar system.

Copy the following sentences and supply in each blank an attribute complement to describe the subject:

1. Grapes become *sweet* only when ripe.
2. The gems were —.
3. The breath of flowers is —.
4. The acts of the man were —.
5. The noise of the cataract was —.
6. The music of the band is —.
7. Death by drowning is —.

Combine each complement in column two appropriately with some predicate in column one and copy the result:

1	2
Virtue is	sharp.
The morning dawned	brown and sunburned.
Pins and needles are	its own reward.
The circumstances must be	fair and beautiful.
Moral courage is	costly.
Truthfulness is	his apology.
The jewels of the queen were	a noble virtue.
The children grew	the highest courage.

Tell which of the attribute complements in column two identify and which describe the subject.



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